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ABSTRACT

Divided into four chapters, this handbook was developed to implement a career education program which will reinforce the instructional program by providing the students with opportunities and experiences which will enable them to recognize the relationship between what they learn in school and how they will utilize these learnings outside of the school setting. Chapter 1 provides a brief introduction to and definition of career education and a description of the program goals and components. Chapter 2 describes in detail the model which was developed and used as the basis for the learning modules as well as the strategies for involving the community. Selected teacher-developed learning modules are included in chapter 3. These modules cover different subject areas and grade levels (grades 1-8) for each of the four career education components: self study, information, social responsibility, and planning and decision making. Each module follows a similar format which includes the following elements: subject area, grade level, career education objective, performance objective, activities, and resources. An example of a multi-discipline module and strategies for utilizing community resources are also included in chapter 3. The final chapter presents a brief note on how parents can help with the program. (BM)

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CAREER EDUCATION
From Concept to Implementation

A Working Model

School City of Hammond, Indiana
September, 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FORWARD

My message in this Forward is contained in the word itself: FORWARD.

The Hammond Public Schools have benefitted from three years' support to develop and implement a career education program for middle school students. As part of this effort, staff charged themselves with the obligation to outline programs needed at the elementary level to make career education experiences for seventh and eighth grade students more effective.

Too often programs supported with outside funds soon die and are forgotten when the funding ceases. Career education must not rely on outside funding; nor should it be viewed as something special and apart from the mainstream of experiences offered to children. It is too important.

This volume is designed to serve two purposes: to maintain the career education thrust initiated in Hammond by federal support, and to provide necessary direction to teachers to enable them to infuse career education directly into the day-to-day learning activities. Hopefully teachers in many other school districts will find the contents of this book valuable to them.

We spent three years getting ready. Now it is time to go "forward" and continue moving ahead.

Willard J. Congreve, Superintendent
Hammond Public Schools

September 25, 1978

PREFACE

In August of 1977 the School City of Hammond was awarded a grant of $172,833.00 by the United States Office of Education under the provisions of Title VII of the Emergency School Aid Act (PL 92-318.) The purpose of this grant is to develop and implement a career education program which will reinforce the instructional program by providing the students with opportunities and experiences which will enable them to recognize the relationship between what they learn in school and how they will utilize these learnings outside of the school setting.

The goal of the Title VII career education project is to minimize and even reverse the negative effects of minority group isolation by developing a program which:

1. increases the relationship between schools and society as a whole;
2. provides opportunities for counseling, guidance and career development for all children.
3. relates the subject matter of the curricula of schools to the needs of persons to function in.
4. extends the concept of the education process beyond the school into the area of employment and the community.
5. fosters flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating change and obsolescence.
6. trains teachers to develop and implement all of these concepts.

In order to satisfy objective six of the grant proposal a two semester course entitled "Curriculum for Career Development," was designed by Dr. Sam Paravonian, Professor of Education and Counseling Guidance at Purdue University, Calumet Campus in conjunction with Mrs. Rose Trachtenberg, ESAA Title VII project director, School City of Hammond. Seventeen Hammond teachers from the three target schools (Edison, Eggers, and Spohn) were involved in the first semester of the course. Twenty Hammond teachers participated in the second semester.

One section of this handbook describes in detail the model which was developed by Dr. Paravonian and the class participants. This model was used as the basis for the development of the learning modules as well as the strategies for involving the community.

The teacher developed learning modules included in this Handbook are a result of the intensive and conscientious efforts of the course participants. However -- not all of the learning modules which were developed by the participants in the course are included in this document. Limitations of space and finances necessitated

the development of a selection process. Therefore an attempt was made to include as many different subject areas and grade levels as possible for each of the four career education program components: Self study; information; social responsibility; planning and decision-making.

This handbook was developed by teachers to support and reinforce the belief that career education can become a reality when teachers make it part of the everyday classroom experience. The activities described in the learning modules were designed to supplement the curriculum. The activities can be adapted, modified and expanded to meet the specific needs of students.

It is my sincere hope that this handbook will serve as a valuable resource to teachers in their constant search for ways to bring meaning, interest and excitement into the classroom.

Rose Trachtenberg
ESAA TITLE VII
Project Director

September, 1978

RT/lpt

CAREER EDUCATION

From Concept to Implementation

A Working Model

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CAREER EDUCATION: DEFINITION

DESCRIPTION

COMPONENTS

WHAT IS CAREER EDUCATION ?

Career Education is the totality of those educational experiences that enable individuals to learn about and to prepare for work. These experiences are continuous, for all learners of all economic, social, and ethnic backgrounds and all age levels.

Career Education encompasses an awareness of self, appreciation for the world of work, and the attainment of planning and decision-making skills. It provides preparation for those occupations requiring minimal knowledge and skills as well as those requiring very high levels of specialized competence.

Career Education functions through the total efforts of public education, the home and the community to make education more relevant to the individual. Career education concerns the total life of an individual, including life roles as a citizen, user of leisure, and family member as well as worker.

CAREER EDUCATION PROGRAM GOALS

The School City of Hammond will develop and implement curricula which will:

Increase the relationship between schools and society as a whole.

Provide opportunities for counseling, guidance and career development for all children.

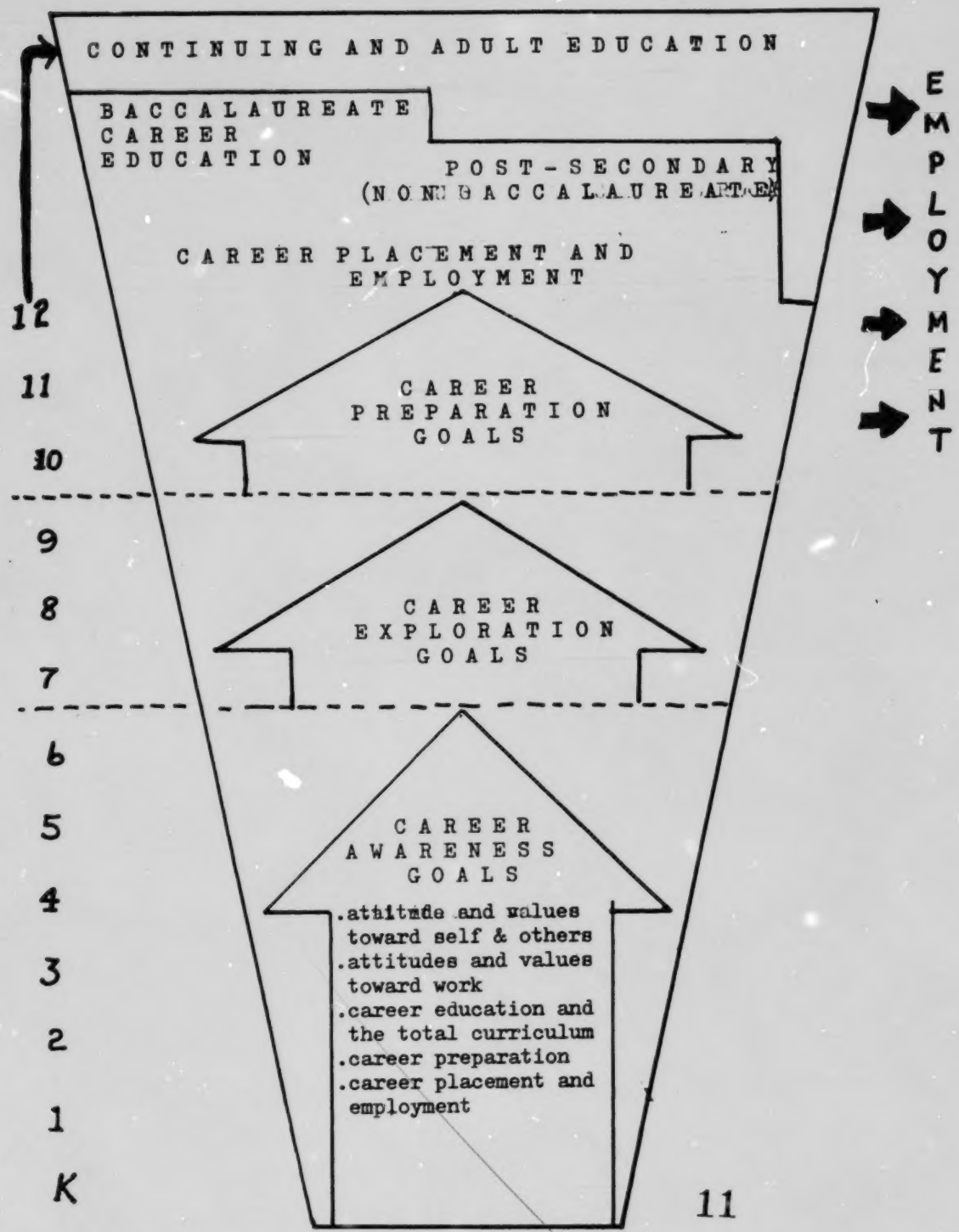
Relate the subject matter of the school curricula, present and future, to the needs of students.

Extend the concept of the education process beyone the school into the area of employment and the community.

Foster flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating changes and obsolescencs.

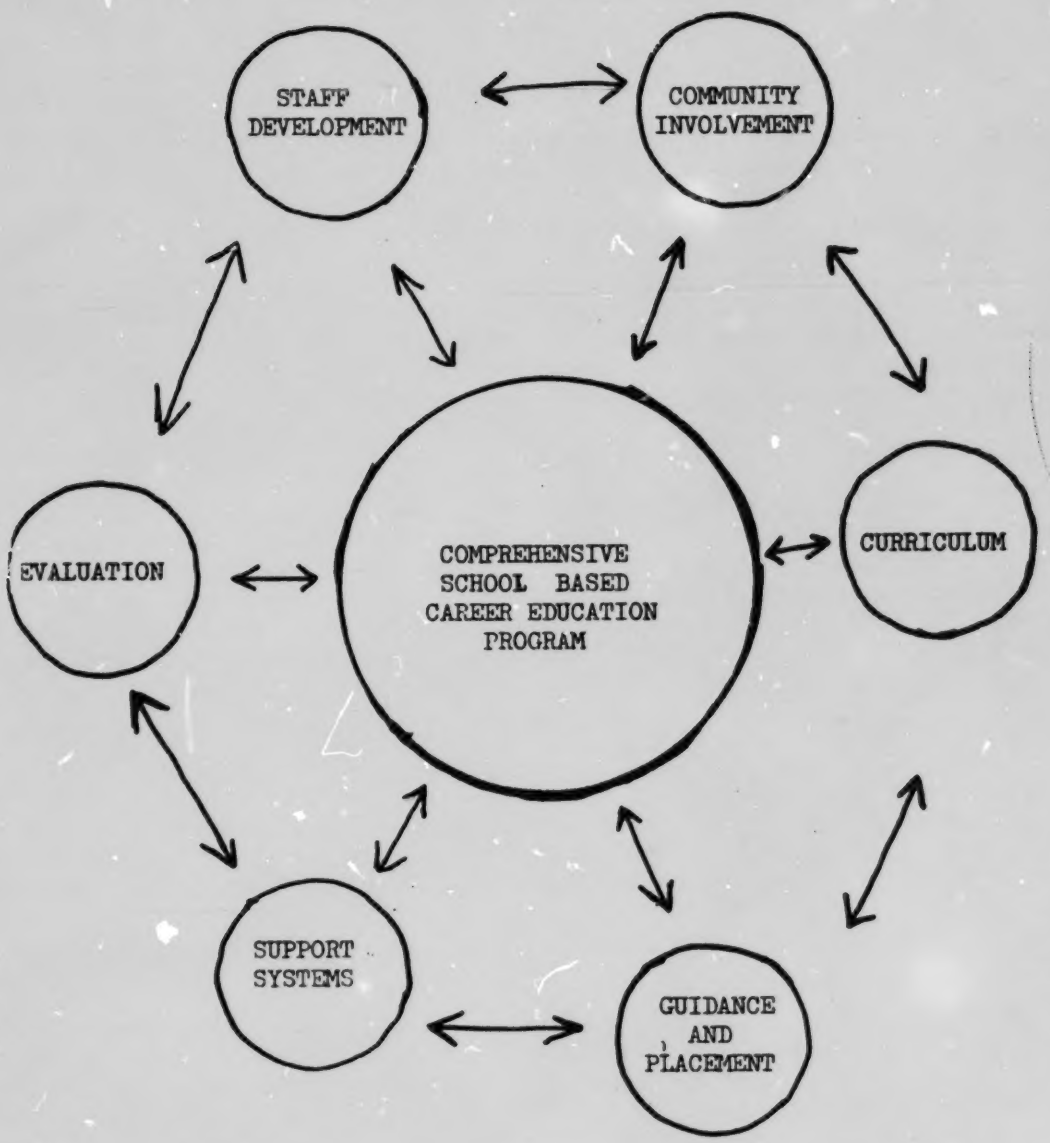
CAREER EDUCATION.....

a continuing process



Regardless of the instructional level at which each group of program goals is introduced, continuous development and reinforcement through the remaining years of education is expected.

Program Components



Explanation: The following components comprise a comprehensive school based career education program

STAFF DEVELOPMENT

Pre and in-service staff development activities are planned to prepare administrators, teachers and counselors for new responsibilities in implementing conducting and evaluating career education learning activities and services.

GUIDANCE

Guidance activities are being designed to assist students in taking critical transitional steps during their career development process.

CURRICULUM

Activities can be infused into the existing curricula. The term "infuse" means to insert, to interject, or to integrate. Relating this definition to career education, infusion means to weave career concepts with appropriate subject matter concepts. To best meet the career development needs of students, career education concepts need to be infused into existing subject matter areas.

COMMUNITY INVOLVEMENT

An element essential to the future success of career education is the involvement and commitment of the community to this educational concept. This commitment is being developed daily in the implementation of the Title VII career education project. In addition, an advisory committee has been formed to assist in the formulation of career education philosophy and goals. This committee is being used to gain support of the other community groups such as unions, service organizations, parents, and business/industry groups.

SUPPORT SYSTEMS

The basic function of the support system is to gather, analyze, store and disseminate information needed for the implementation and management of the career education process. The project is administered by the project director assisted by a secretary. There is a career specialist and supportive staff at Edison, Eggers, and Spohn.

EVALUATION

Process and product evaluations are essential to the long-term success of career education. Both self-evaluation and third party evaluation activities have been planned and conducted to determine the effectiveness of Hammond's comprehensive school-based career education program.

CAREER EDUCATION: MODEL*

*This model was developed by Dr. Sam Paravonian and the participants in Education 591A and 591B. The participants were all Hammond teachers at Edison, Eggers and Spohn. The course was made possible by ESAA Title VII funds.

CAREER EDUCATION MODEL

General Goal: The School City of Hammond will develop and implement curricula which will:

Increase the relationship between schools and society as a whole.
Provide opportunities for counseling guidance and career development for all children.
Relate the subject matter of the school curricula, present and future, to the needs of students.
Extend the concept of the education process beyond the school into the area of employment and the community.
Foster flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating changes and obsolescence.

More specifically, students will:

Self Study

.Be aware of uniqueness of self
.Accept himself/herself
.Understand his/her personal, occupationally related characteristics, e.g., abilities, aptitudes, interests, etc.
.Recognize personal worth and dignity and worth and dignity of others.
.Accept learning as an integral part of life style.

Information

.Be aware of world of work, local, regional and national
.Be familiar with types and levels of work activities
.Know sources of career information
.Be aware of preparation and understand requirements for a variety of career opportunities
.Transfer "formal" learnings to work settings
.Cope with and adjust to societal and economic changes
.Accept learning as an integral part of life style

Social Responsibility

.Understand benefits of work
.Value work
.Recognize personal worth and dignity, and worth and dignity of others
.Be self directing, i.e., assume responsibility for use of time and talent
.Be skillful in human relationships for success in career
.Demonstrate appropriate work habits
.Demonstrate basic work skills consistent with career plans
.Transfer "formal" learnings to work settings
.Cope with and adjust to societal and economic changes
.Experience personal satisfaction and enjoy living
.Be socially responsible
.Accept learning as an integral part of life style

Planning and Decision Making

.Understand his/her personal, occupationally related characteristics, e.g., abilities, aptitudes, interests, etc
.Integrate awareness and information
.Make decisions considering values and pertinent information
.Accept learning as an integral part of life style

ASSUMPTIONS	IMPLICATIONS (numbers correspond to "assumption"
1. Career development is a life long process; hence career education is continuous.	1. a. Career education and career guidance should be an integral part of the total educational program K-16. b. Such programs must be in step with pre-school development through potential placement. c. Community resources - human, business, labor, industry, professions, government - must be involved in career education.
2. Although all individuals experience the same developmental stages, the rates of development are different among individuals. People are unique and worthy.	2. a. Individuality and uniqueness must be an important emphasis of both career education and career guidance. b. Developmental stages and rates must be identified and integrated with instructoral procedures. c. Career education activities must be adapted to the developmental stages and socio-cultural backgrounds of the learners. d. Individual learning styles need to be identified.
3. Change is an integral aspect of career development: changes both within and without the individual.	3. a. Personal changes and their relationship to career development must be constantly considered. b. Social changes - especially those involving concepts of work and leisure - must be investigated with respect to career planning. c. Economic changes, labor market trade, and labor force needs must be studied regularly.
4. Career development involves interaction between individuals and their environment.	4. a. School - community cooperation in career education has to be continuous. b. The relationship between personal characteristics and career possibilities have to be identified systematically and regularly. c. Changing social conditions and their implications for careers must be an important aspect of planning.

ASSUMPTIONS	IMPLICATIONS (numbers correspond to "assumption")
5. Intervention facilitates career development - especially intervention through career education.	5. a. The primary mode of intervention is infusion of career education in the schools' curriculum.
	b. All staff can intervene to facilitate career development through career education.
	c. Intervention must be systematic and integrated with other classroom activities.
	d. Several types and levels of intervention may be necessary e.g., informational - both exploratory and specifying; placement - both educational and occupational.
6. Transfer of learning is more likely to occur if the individual learns generalizations and concepts, understands them and internalizes them.	6. a. Emphasis should be placed in the progressive independence of the learners and their independent application of learning.
	b. Emphasis should be given to understanding concepts regarding self, career, decisions - making and social responsibility.
	c. Critical attributes of these concepts must be identified.
	d. Opportunity should be provided learners to apply concepts and generalizations in career-related decisions and activities.
	e. Opportunity should be provided learners to evaluate their decisions.
	f. If modification of these concepts is necessary, the learner should be provided appropriate assistance.
7. Work is an integral aspect of career	7. a. Current concepts of work need to be clarified.
	b. Value of work as one's "responsible involvement" need to be emphasized.
	c. Work can be paid or non-paid.
8. People are free to make choices.	8. a. Individuals awareness of choices need to be recognized.
	b. The decision making process needs to be analyzed.
	c. Values and information as components of decision-making need to be clarified.
	d. Decision-making strategies need to be identified.

ASSUMPTIONS	IMPLICATIONS (numbers correspond to "assumptions."
9. Personal satisfaction involves social responsibility.	9. a. One's relationship to the environment has to be emphasized. b. Generalizing one's uniqueness, worth relatedness, and freedom must be generalized to others. c. Both intrinsic and extrinsic satisfaction from work have to be considered.

	Awareness	Exploration	Investigation (Understanding)	Experiencing (Action)
1. Self Study	Primary	Middle	Secondary	Post Secondary
2. Information a. Career b. Economic c. Education - job relationships				
3. Social Responsibility a. Work attitudes & appreciation b. Human relationship skills interviewing skills c. Citizenship d. Getting and keeping a job				
4. Planning & Decision Making				

CAREER EDUCATION OBJECTIVES

The students enrolled in the two semester course entitled "Curriculum for Career Development," offered Spring and Summer semesters (1978) at PUCC and taught by Dr. Sam Paravonian reached consensus on the general goal, specific goals, and four major areas of program development. Using the assumptions and implications as a guide, the students developed the following career education objectives.

I. Self-Study

The student should:

1. Recognize that physical health is related to career choices.
2. Understand that one's physical and mental health affect performance.
3. Be able to identify both general and special capabilities which are related to career opportunities.
4. Be able to identify career related interests.
5. Understand one's limitations and if possible, move for positive growth.
6. Identify school courses successfully completed which helped prepare one for additional training or immediate employment.
7. Understand that one's view of life comes from one's personal value system.
8. Understand that self-concept influences ability to succeed.
9. Understand the relationship between self-concept and career decisions and performance.
10. Develop a good self-concept.
11. Understand how values and philosophy develop from one's experiences.
12. Describe one's values and belief system.
13. Identify factors contributing to one's values and belief system.
14. Should recognize one's uniqueness by citing self-descriptions and giving examples of individual differences.
15. Be aware of the relationship between personal satisfaction and successful achievements.
16. Describe the relationship between various personality characteristics (abilities, interests, etc.) and the occupational world.
17. Identify personal characteristics and habits which influence work performances.
18. Identify external factors which could have influence upon career options.
19. Be able to prepare a resume'.

II. Information

A. Career

The student should:

1. Know how to use library resources for career information.
2. Know how to survey the local community concerning the availability of occupations.
3. Know how to identify and interview qualified workers in areas of interest for purposes of giving pertinent career information.
4. Understand the importance of information about the changes in supply of and demand for occupations.
5. Be able to give general predictions of career opportunities and fields of special personal interest.
6. Identify job categories and titles in field of personal interest.
7. Be able to identify and locate specific job information.
8. Understand how working conditions could influence decisions.
9. Identify a number of occupations in fields of special interests.

II. Information (cont'd)

10. Be aware of career families and their implications for decisions.
11. Describe entry level skills and skills necessary for advancement to next level.
12. Identify several possible jobs with the entry level skills.
13. Be aware of the personal and social requirements of some employers in specific career areas.
14. Know how to apply and interview for jobs.

B. Economic

The student should:

1. Realize the relationship between technology and work, production, and life style.
2. Understand the basic concepts of and relationships among money, interest, banking price, wages, income (gross and net) and taxes.
3. Identify the resources needed to produce goods and services.
4. Understand the basics of supply and demand.
5. Realize the importance of planning, budgeting and being an informed, responsible consumer.
6. Understand and appreciate the interdependence of workers.
7. Identify the goals of the American economic system.
8. Be aware of geographic locations and job availability.
9. Be aware of the relationship between job satisfaction and productivity
10. Understand that job benefits differ with various careers and enterprises.

C. Education - Job Relationships

The student should:

1. Be able to relate specific knowledge to achieving particular career goals.
2. Understand that specific knowledge and skills are often required in certain occupations.
3. Identify how certain learnings in school have enhanced one's ability to pursue particular career directions.
4. Identify learnings outside-of-school which have importance for pursuing career direction.
5. Identify school courses/programs offering specialized training for direct placement.
6. Know the basic operation of apprenticeships and where and how to get specific information.
7. Be aware of types of testing required by employers and unions.
8. Be willing to learn new knowledge and skills.
9. Be able to read, compute, communicate and follow directions.
10. Be able to understand graphs, charts, tables, and basic scales.
11. Be able to identify and appropriately consult the placement personnel.
12. Be aware of the kind of school information that can be made available to employers.
13. Understand under-qualification and over-qualification as factors in potential employment.

III. Social Responsibility

A. Work Attitudes and Appreciations

The student should:

1. Recognize that all work has value and dignity.
2. Develop a positive attitude toward the quality of one's work.

III. Social Responsibility (cont'd)

3. Recognize the various sources of work attitudes.
4. When to work for personal gratification and independence.
5. Understand the importance of completing a task.
6. Understand the satisfaction of having had a specific task related to a finished product.
7. Recognize that one's mental state is related to one's ability to achieve and contribute.
8. Be proud of one's work and work outcomes.
9. Experience intrinsic satisfaction in doing a job well.
10. Understand the importance of consistency and persistence.
11. Know when to ask for help in planning and/or working.
12. Be able to respect authority.
13. Recognize the varied reasons for which people work.
14. Understand the need for institutional loyalty as well as peer loyalty.
15. Develop skills in working with others toward a common goal.
16. Understand that there will be occasions when performance has to be maintained under pressure.
17. Identify behaviors or characteristics which are productive or unproductive.
18. Understand that one is not indispensable.

B. Human Relationship Skills Interviewing Skills.

The student should:

1. Develop and use good manners.
2. Be respectful to others.
3. Be tactful and patient in problem solving.
4. Realize both the positive and negative consequences of helpfulness.
5. Recognize and follow appropriate channels of communication.
6. Be aware of one's interaction behavior and patterns.
7. Understand authority relationship.
8. Understand how attitudes based on prejudice affect behavior.
9. Understand factors contributing to prejudice.
10. Realize advantages and disadvantages of being a leader.
11. Realize the need to communicate with others.
12. Understand the need for appropriate compromises.
13. Understand importance of sharing time and talent.
14. Know appropriateness and inappropriateness of profane language.
15. Be willing to communicate his thoughts and feelings.
16. Identify acceptable and unacceptable interview behavior.
17. Know how to complete an application form.

C. Citizenship

The student should:

1. Recognize personal responsibility toward society.
2. Recognize importance of all citizens' economic and political contribution toward maintaining our social order.
3. Become aware of laws governing behavior.
4. Become aware of varied life styles.
5. Recognize how quality of one's work effects others.
6. Be able to work with or without supervision.
7. Recognize the consequences of one's work habits.
8. Recognize and respect the rights of citizens granted by social and political institutions.

C. Citizenship (cont'd.)

9. Know the laws that protect the rights of workers.
10. Understand the rights of those unable to provide income.
11. Recognize taxation as a means of social responsibility.
12. Understand consequence of non compliance with social and political standards.
13. Describe responsibilities to oneself and to one's co-workers.
14. Demonstrate a positive attitude toward American political and economic systems.
15. Understand and participate in a political and economic system.
16. Understand current issues.
17. Exercise good safety practices.
18. Demonstrate proper care of resources, equipment and materials.
19. Develop a positive attitude toward conservation of all resources.
20. Understand reasons for maintaining good health.

D. Getting and Keeping a Job

The student should:

1. Be able to accurately complete an application form.
2. Be able to precisely provide information such as social security number, references, skills, type of work desired, career goals, etc.
3. Be able to communicate clearly and appropriately.
4. Be able to plan a schedule to arrive and leave work on time.
5. Identify means of getting to and from work on time.
6. Be able to compute the cost of working (travel, meals, etc.)
7. Describe procedures for enhancing chances for job success.
8. Describe pattern and procedures for advancing in an occupation.
9. Identify levels of acceptable work performance.
10. Identify consequences of not meeting expectations of performance.

IV. Planning and Decision Making

The student should:

1. Be aware that one makes decisions daily.
2. Understand the immediate and remote consequences of one's decisions.
3. Understand the decision making process.
4. Be able to identify goals in directing decisions.
5. Be able to establish priorities among goals.
6. Develop flexibility and provide alternatives.
7. Develop a tentative career plan.
8. Be aware of values in decision-making process.
9. Be aware of information in decision-making process.
10. Be aware of the dynamics of environmental influences on decisions.
11. Plan academic programs for succeeding school year.
12. Assume responsibility for one's actions.
13. Distinguish fact from opinion.
14. Be aware that plans may change due to circumstances.
15. Be able to identify helping persons or agencies for purposes of decision-making.
16. Be able to evaluate the outcome of decisions.

LEARNING MODULES*: SELF STUDY
INFORMATION
SOCIAL RESPONSIBILITY
PLANNING AND DECISION MAKING

*The numbers under the heading, Career Education Objectives, correspond to the Career Education Objectives listed in the model on pp.

1. SELF STUDY

CAREER EDUCATION

LEARNING MODULE: SELF STUDY

SUBJECT: LANGUAGE ARTS LEVEL: 1st and 2nd

CAREER EDUCATION OBJECTIVES:
The learner will develop a good self concept.
The learner will be able to describe one's values.
The learner will be willing to communicate his thoughts and feelings.

PERFORMANCE OBJECTIVES:
The learner will recognize one's uniqueness and the uniqueness of others by citing self descriptions through various language arts activities.
The learner will appreciate and enjoy language arts activities as a means of self expression and self description.

BEHAVIORAL OBJECTIVES:
Through various language arts writing, drawing and speaking activities, the learner will:
-identify personal characteristics and values,
-describe these characteristics and values,
-get feedback (positive) about one's self descriptions.

LEARNING ACTIVITIES:

1. What Makes You, You? Ask all students to write a story about a picture selected from a magazine. When stories are read aloud and mounted, emphasize that although all saw the same picture each created a different story about it.
2. Our Antique Show. After a discussion on items the students love more than anything, ask them to bring something they have had a long time, still like and will keep. Write about "your thing."
3. Penny for Your Thoughts. Conduct Opinion polls and around a large foil coin on the bulletin board, tack the responses to show each child's thought is considered important.
4. Recommend. Let each child make a silhouette or picture of himself then in or under it, let him recommend good books, TV shows, food, etc., to his classmates.
5. Personality of the Week. To encourage pride in oneself, each week choose a "personality" and under his picture on a display, let him write, bring pictures and things to tell everyone about his special likes, dislikes, feelings, family and friends.
6. We're Talented. To concentrate on students strong characteristics, have them bring and shard items that show that they are good at doing a particular thing.
7. Building Strengths. To build on positive characteristics, let each child list on a large piece of paper, what he considers his strengths. Then, hang these papers around the room and allow other children to add a point on each list.

J. Zambo

8. Exploring Interpersonal Relations. To allow children to enter into the feelings of others, divide the class into groups and pose a current problem - cheating, fighting, being rude in the cafeteria - and let students tell what they would do if they were in the "shoes" of the particular people in these situations.

9. Emotion Box. To give the children an opportunity to express their emotions freely in day-to-day classroom situations, ask the students to fill out a form whenever they feel a strong reaction to anything that happened during the day and deposit it in the emotion box. The form would contain lines for name, time, emotion, and reasons.

10. Who's Who. To bring about a feeling of togetherness, let each child make a one-page autobiography, listing his birthday, hobbies, interests and a picture of himself. Bind.

11. Mystery Letter. To teach that other people appreciate and notice you, every morning post a letter to a pupil, not revealing his name. Tell about a good deed, good work, etc., and see if the class members can figure out who the compliment is for.

12. Initial Fun. Let one player give his initials and everyone else takes a turn describing him with words beginning with each initial. Like H.P.B., could be Henry plays ball.

13. Big Brother. To enable kids to become more aware of their own worth through helping someone, when a new student enters the class, appoint another as his big brother. The big brother can point out locations of office, washrooms, library, loan him papers and pencils, introduce him to others, and show him daily routines.

14. Getting Acquainted. Sit in a circle and have the first person tell one thing he does well and say this before his name. The next person repeats what the person in front of him said and adds his own name, etc. Like "Reading Tom," "Skiing Sue," etc.

15. Name Gives the Clue. To stimulate expressing oneself through the use of your own name. The object of this game is to take the given name of each player and use it as a clue for describing something or developing a simple story. Henry may be asked to describe an elephant - Heavy; Eats a lot; Never forgets; Remembers everything; Yards of hide. HENRY !

16. Non-verbal Activities. To create an atmosphere of openess and trust; 1) pick someone you like and show him that you like him; 2) show with your body that you feel happy, sad, angry; 3) show how you can make someone who is sad, feel better; 4) close your eyes, hug yourself and tell yourself something good about you; or 5) take turns standing in the center and have others come up and show good feelings by handshakes, hugs, pats on back, etc.

17. Word Associations. To become aware of differences of each person's mind, everyone begins with the same word which someone suggests like BARK. Students write it down, along with the first thing that the word made you think of. DISPLAY.

18. Time Diary. To lead the students to see what they value, let the children keep a daily diary of the events of the day and their reactions to them.

19. Sentence Completion. To encourage self expression of feelings, ask children to complete sentences on paper or aloud, (he may pass if he so desires.) Examples are... I feel happy when... People don't like me when..... I miss....

20. Microlab For Youngsters. To bring students closer in trust and openness, group them in small groups to tell about their dislikes, tell how you would teach if you were a teacher, tell what you like and dislike about yourself, pick a new name, tell reasons you like other people, tell about one thing you would change in your life.

21. Action Sociograms. To encourage openness, children can line themselfes in chairs from "most" to "least." Topics can be how co-operative I am, how well I handle my anger, how good I feel about myself. Group members can move other members and if a person is moved to the same spot by two different people, he must stay.

22. Good Deed Box. When a child sees a classmate doing a good deed, he writes a note about it and puts the note in a box. On Friday one student reads all the notes aloud.

23. Who Is It? Describe one member of the class, or let children take turns. Speak only of his good characteristics and let the kids guess the child's identity.

24. Analogies. Tell or write about what kind of car, food, animal etc., your classmates remind you of and why. Or the kind you remind yourself of and why!

25. Paper Bag Self. Each student has a bag and access to plenty of magazines. Cut out words, pictures, colors, etc., and glue on the outside those things that you would like people to know about you. Then on the inside, put things people don't realize or that you might not want known.

RESOURCES:

1. Materials Children Will Need - writing paper and drawing paper, pencils, crayons, glue, old magazines.

2. Materials Teachers might use for added References -
What Do I Do Monday? by John Holt
Grade Teacher, Sept. 1971, "Who Am I?" by Barbara Long
Educational Games and Activities by Guy Wagner
Grade Teacher, Sept. 1972 "Lessons in Awareness" by Frank F. Zietz
Developing Understandings of Self and Others by Don Dinkmeyer
Teaching the Disadvantaged by Joseph Loretan
Opening Opportunities for Disadvantaged Learners by Henry A. Possow.

CAREER EDUCATION

LEARNING MODULE: SELF AWARENESS

SUBJECT: SOCIAL STUDIES - LANGUAGE ARTS **LEVEL:** 1st and 2nd

CAREER EDUCATION OBJECTIVE: The learner should recognize one's uniqueness by citing self descriptions and giving examples of individual differences.

PERFORMANCE OBJECTIVES:

The learner will explore and analyze emotions of fear, anger, embarrassment, jealousy and joy.
The learner will help create a relaxed atmosphere between teacher and pupils and pupils and pupils.
Confidence, trust and self-acceptance in the learners that will lead to a positive self-concept will be built up.

BEHAVIORAL OBJECTIVES:

The learners will be able to explain the meanings of above given emotions and be able to cite examples when they occur.
The learner will display such emotions freely and unashamedly when confronted with different emotion-producing situations.

LEARNING ACTIVITIES:

1. Children will be given paper plates, crayons, yarn, buttons and assorted decorations and be asked to make masks of "fear," "joy," "embarrassment," "jealousy," and "anger."
2. Children would be asked to tell about times they themselves experienced these emotions.
3. Children would listen to words said by teacher - gaiety, delighted, amused, cheerful, happy, merry, pleased, jolly, gloomy, disappointed, hopeless, naughty, worried, sad, miserable, fury, irritated, temper, furious, wild, resentment, hate, fighting, curious, wondered, mystery, baffled, wonder, shocked, startled, surprised, flabbergasted, dazzled, unexpected, amazed, etc., - and display the correct plate (1) for the emotion.
4. Class would play "How Do You Feel?" Each child, again using the plates, would be asked some questions and given some situations where varied emotions are displayed. They are to hold up the appropriate plate to show how it makes them feel. Others in the class would agree or disagree and tell why.
   Examples of situations:
   - How do you feel when someone is angry with you?
   - How do you feel when you tell your mom you love her?
   - How do you feel when she tells you she loves you?
   - How do you feel when a friend invites you over?
   - How do you feel when a friend breaks a special toy of yours?
   - How do you feel when you win a game?
   - How do you feel when a friend tells you he doesn't like you anymore?
   - How do you feel on Christmas morning?
   - How do you feel at bedtime?
   - How do you feel when someone dies?
   - How do you feel when someone calls you names?
   - How do you feel when you are punished?
   - How do you feel at dinnertime?

J. Zambo

CAREER EDUCATION

LEARNING MODULE

SUBJECT: SOCIAL STUDIES LEVEL: 2nd grade

CAREER EDUCATION OBJECTIVES: To recognize the place of the blue collar worker in society.
To become aware of the personal and social requirements of the blue-collar worker.

PERFORMANCE OBJECTIVES: The learner will discover the dependency of one person on another.
The learner will discover the positive and negative feelings of repetitive work.
The learner will understand the advantages of assembly line production.
The learner will be able to discuss the advantages of handcrafted and assembly-line produced goods.

BEHAVIORAL OBJECTIVES: The learner will be able to identify and explain 3 attributes a person must possess for working effectively on an assembly line.
The learner will be able to tell about 2 reasons why someone would want a job of this nature.

LEARNING ACTIVITIES: This particular worker plays an important part in the structure of the U. S. economy and is largely responsible for adding to our comfort and convenience.

The class would begin with a discussion of different people who work on an assembly line and just what an assembly line is. The class would then be divided into 2 groups, and be provided with materials to produce 3-dimensional figure. (If done around the holidays, these would then be used to decorate the tree.) Materials include mimeographed outlines, scissors, tape, assorted decorations and crayons.

The first group would be timed 5 minutes and asked to produce as many ornaments as they could, each person working on their own. The second group would be told to try to set up an assembly line where individuals specialize. The way in which the lavor is divided would be decided upon by the group. Again given 5 minutes, both groups would work to contrast quantity and quality of ornaments produced.

Discussion would follow as to the advantages and disadvantages of both systems, as well as the feelings of the participating workers. Pointed out would be the dependency and responsibility the workers must possess toward each other.

Follow-up may include parent speakers who work at an assembly line job, a trip to a company where this type of work is prevalent - like Jay's Potato Chips Co., Queen Anne Candy Co., etc., - speakers from these companies, films, etc.

J. Zambo

How do you feel when you have completed your schoolwork? How do you feel when it's your turn to read?

5. Follow-up may include looking through magazines to find pictures displaying the different discussed emotions, or even asking your parents when they have experienced them.

RESOURCES: Record by Marlo Thomas, Free To Be You and Me. (esp. "It's All Right To Cry.")

Books about Feelings, such as:

A Letter to Amy - anxiety

A Month of Sundays - divorce

A Quiet Place - foster child

Andy and the School Bus - fears of first day of school

Grandma Didn't Wave Back - accepting and understanding senility of older people

Hansel and Gretel - fear of desertion

Hooray for Jasper - being too small

Peter's Chair - acceptance of addition to the family

Sad Adam, Glad Adam - fear of failure

The Cat Who Thought He Was A Tiger - being what you are not

Where the Wild Things Are - fear and hostility

Who Wants Willie Wells? - new baby causes problems

The One In The Middle Is The Green Kangaroo - middle child

J. Zambo

CAREER EDUCATION

LEARNING MODULE: SELF STUDY

SUBJECT: LANGUAGE ARTS

LEVEL: Multi-level Grades 4-12

CAREER EDUCATION OBJECTIVES: 1-14

The student should recognize one's uniqueness by citing self-descriptions and giving examples of individual differences.

PERFORMANCE OBJECTIVES:

The learner will recognize, appreciate and enjoy poetry as (1) a means of self-expression, (2) self-description and (3) self-indentification.

BEHAVIORAL OBJECTIVE:

The learner will:

.identify several personal characteristics, e.g., physical, intellectual, emotional, attitudical, etc.
.describe the personal characteristics
.describe the personal characteristics in the context of various given roles
.identify unique characteristics of oneself
.get feedback about one's self descriptions
.summarize the personal characteristics by naming various corresponding roles expressing personal reactions to the summary roles
.write at least five cinquains given general guidelines
.write at least five cinquains about oneself
.write at least five cinquains about oneself in specified roles
.write at least five cinquains given certain occupational roles
.write at least three cinquains summarizing oneself in self-determined role(s).

ACTIVITIES:

Teacher presentation - poetry as self-expression.
Orientation to writing cinquains.
Distribution of worksheet "Cinquains" and writing cinquains.
General discussion of writing cinquains.
Teacher presentation - review of self-descriptions.
Distribution of worksheet "Cinquains About Myself," and completion of worksheet.
Small group discussions and sharing of selected cinquains.
Orientation to roles and role behavior.
Distribution of worksheet "Cinquains About Roles," and completion of worksheet.
Small group discussion and sharing of selected cinquains.
Distribution of worksheet "Cinquains About Occupations, and completion of worksheet.
General discussion and sharing of selected cinquains.
Distribution of worksheet "Cinquains Summarizing Myself," and completion of worksheet.
Learners summarize lesson
Completion of evaluation form.

A cinquain is a five line poem in the following form:

Line one:	One word expressing an idea, feeling, etc., - a title
Line two:	Two words describing the "title."
Line three:	Three words expressing action concerning the title.
Line four:	Four words expressing feelings about the title.
Line five:	One word which is another word for the title.

E X A M P L E

JOY	(TITLE)
HAPPINESS-EXCITEMENT	(DESCRIBES JOY)
FRIENDS COME CLOSE	(SHOWS ACTION)
GLAD, WONDERFUL, WARM, PLEASANT	(FEELINGS)
ELATED	(ANOTHER WORD FOR JOY)

Below are:

BOSS	HELPER
QUESTIONING	PRACTICAL

Below are the first lines of four cinquains. Complete each cinquain.

SCIENTIST	ARTIST
FIXER	BOOKKEEPER

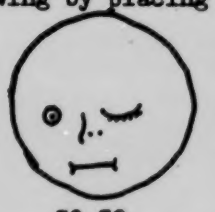
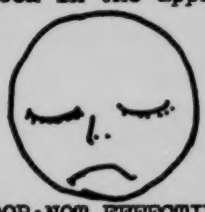
Now write some more cinquains beginning with a word naming an occupation.

Now start and complete your own cinquains with a word describing roles you experience.

Begin each cinquain with a word describing yourself.

CAREER EDUCATION: (Cinquains)
1-14

Use the rating scale below to evaluate the following by placing a check in the appropriate space:

	GOOD: EFFECTIVE	 SO-SO	 POOR:NOT EFFECTIVE
TEACHER PRESENTATION ON POETRY			
ORIENTATION TO CINQUAINS			
WRITING CINQUAINS IN GENERAL			
OBJECTIVES			
FOCUS OF LESSON			
WRITING CINQUAINS ABOUT MYSELF			
WRITING CINQUAINS ABOUT GROUPS			
YOUR INVOLVEMENT			
OVERALL EFFECTIVENESS			

Think for a minute or two about the activities in which you have just participated. Focus on your reactions and complete the following items in the spaces provided.

I learned that

I realized that

I feel that

I plan to

Additional comments: Use reverse side if necessary.

CAREER EDUCATION

LEARNING MODULE: SELF STUDY I-14

SUBJECT: LANGUAGE ARTS LEVEL: 5-6th grades

CAREER EDUCATION OBJECTIVE: I-10 "Develop A Good Self-Concept."

PERFORMANCE OBJECTIVE: After completing this lesson, the student should be able to envision an improved self-concept.

BEHAVIORAL OBJECTIVES:

The child will be able to complete an identification card, listing his vital statistics.

The child will spell his first, middle and last name correctly.

The child will be able to list the names of his brothers, sisters, mother and father.

The child will be able to list the names of his friends.

The child will be able to identify what changes he would make in different areas of his life.

ACTIVITIES:

Fill out Identification Card

Make a shield.

Fill in complete names.

Complete a family tree.

Draw and design a friend tree.

Complete "change" activity.

Draw a picture to illustrate one change.

Write an autobiography.

Draw a family portrait.

RESOURCES:

Activity sheets.

Pencils.

Drawing paper.

Crayons.

Barbara Cooper

Fill in the vital information on this Identification Card:

Name _____
last middle first

Address _____

City/State _____ Zip Code _____

Telephone No. _____

Male/Female _____ Age _____

Height _____ Weight _____

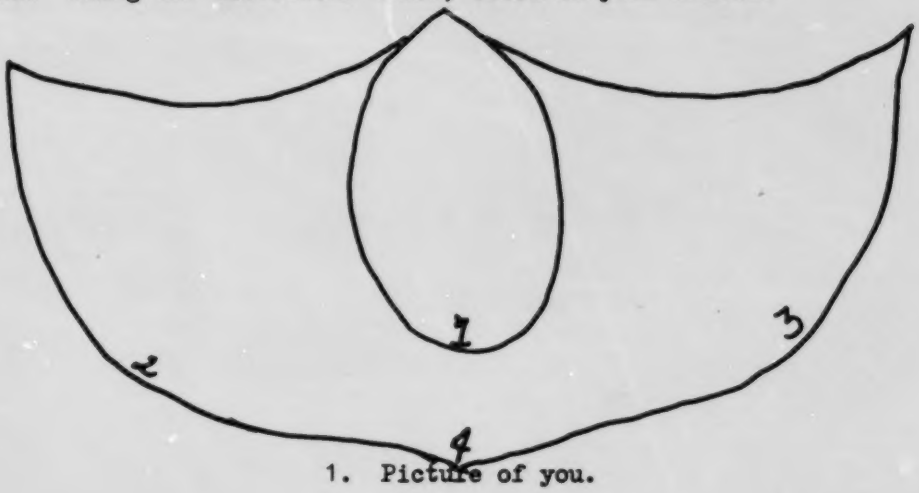
Color of Hair _____ Color of eyes _____

School _____ Grade _____

Parents Name _____

If I am not at home, you will find me at _____

Years ago, people had shields designed for them to indicate their tastes and activities. Using the directions below, color in your shield.



1. Picture of you.
2. Favorite toy or book.
3. Favorite activity.
4. A design using your favorite colors.

My first name is_____.

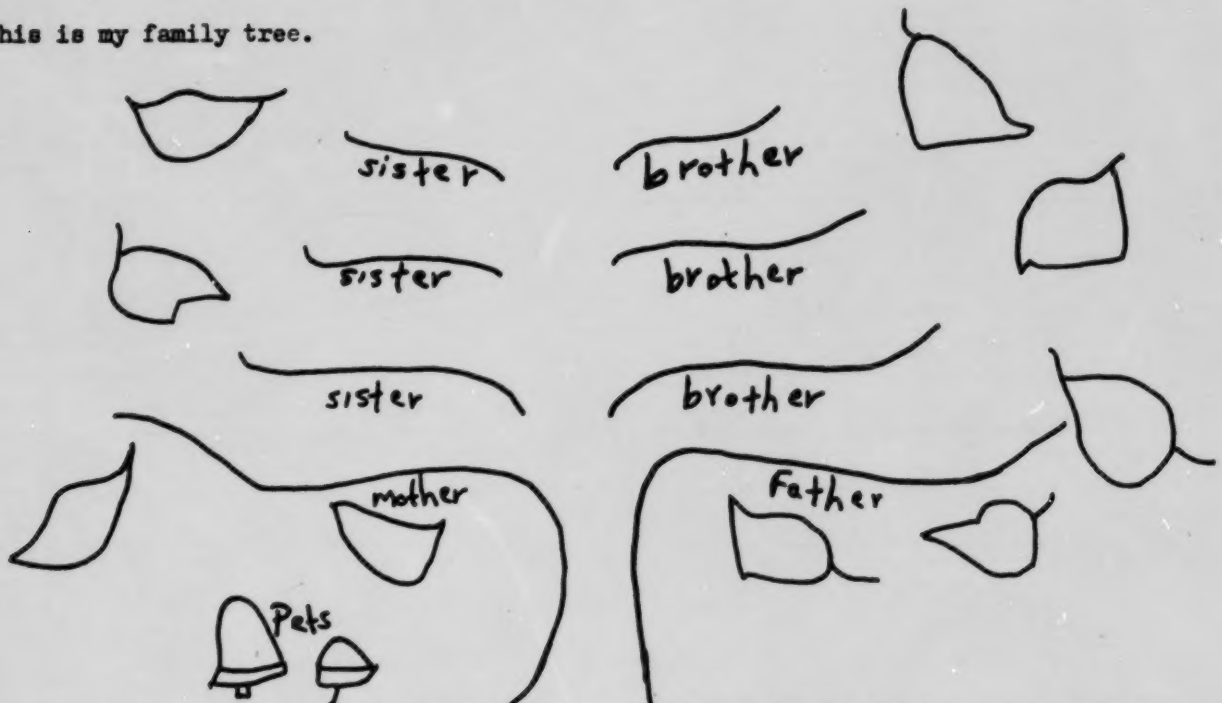
My last name is_____.

My middle name is_____.

My nickname is_____.

If I could change my name it would be _____.

This is my family tree.



The leaves may be used for names of your grandparents, aunts, uncles, and cousins, or some other people who are important to you.

Draw a friend tree. Design it any way you like.

THIS IS YOUR LIFE

An autobiography is a story written about yourself. Write your autobiography. You will want to include your family, the different places you have lived, interesting things you have done, hobbies, your likes and dislikes, and anything else important to your life story.

Draw a family portrait.

People are always wishing to change things. This is your chance!!!

If you could change your

Appearance, it would be:_____
_____.

Family, it would be:_____
_____.

School, it would be:_____
_____.

Teacher, it would be:_____
_____.

Friends, It would be:_____
_____.

House, it would be:_____
_____.

Food, it would be:_____
_____

Clothes, it would be:_____
_____.

Free time, it would be:_____
_____.

A rule or law, it would be:_____
_____.

Draw a picture to illustrate one of these changes.

CAREER EDUCATION

LEARNING MODULE: SELF STUDY

SUBJECT: READING / LANGUAGE ARTS LEVEL: Middle School

CAREER EDUCATION OBJECTIVES: I-7: The student should understand that one's view of life comes from one's personal value system.

IV-8: The student should be aware of values in the decision-making process.

PERFORMANCE OBJECTIVE: The learner will understand and appreciate that poetry is written from a certain viewpoint, that there are similarities and differences among people's viewpoints, and that decisions are based upon fact and opinion.

BEHAVIORAL OBJECTIVES: The learner will:

.draw upon his imagination to illustrate two street scenes.

.read the poem "Richard Cory," by Edward Arlington Robinson.

.listen to a recording of the song "Richard Cory."

.complete a worksheet/evaluation related to the lesson.

ACTIVITIES: Distribution of materials

Teacher presentation of instructions regarding illustrations.

Student work on illustrations.

Discussion of illustrations and some exhibitions of work.

Distribution of worksheets.

Completion of first third of worksheet.

Distribution of poem and reading of poem.

Completion of second part of worksheet.

Distribution of lyrics.

Listening to recording.

General discussion.

Completion of last part of worksheet.

Collection of materials.

RESOURCES: Worksheet related to study of "Richard Cory."

Tape deck - cassette recording.

Copies of poem and lyrics.

Crayons - drawing paper.

C. Kimmons

RICHARD CORY

Part A

Describe the kind of person who might live in a house on your Grub Street (briefly.)

_____

_____

_____.

Describe the kind of person who might live in a house on your Rockefeller Blvd.(briefly.)

_____

_____

_____

Where would you rather live?_____

Why?_____

_____

_____

_____.

Part B

On which street would someone like Richard Cory live?

_____.

On which street would someone like the narrator live?

_____.

What erroneous assumption was made by the poet (concerning Richard Cory)?

_____

_____

_____

Why do you think he made this mistake?

_____

_____

_____.

Part C

From this activity I have

_____

_____

_____.

RICHARD CORY

WHENEVER RICHARD CORY WENT DOWNTOWN
WE PEOPLE ON THE PAVEMENT LOOKED AT HIM:
HE WAS A GENTLEMAN FROM SOLE TO CROWN,
CLEAN FAVORED AND IMPERIALLY SLIM.

AND HE WAS ALWAYS QUIETLY ARRAYED,
AND HE WAS ALWAYS HUMAN WHEN HE TALKED:
BUT STILL HE FLUTTERED PULSES WHEN HE SAID,
"GOOD-MORNING," AND HE GLITTERED WHEN HE WALKED.

AND HE WAS RICH - YES, RICHER THAN A KING -
AND ADMIRABLY SCHOOLED IN EVERY GRACE:
IN FACT, WE THOUGHT THAT HE WAS EVERYTHING -
TO MAKE US WISH THAT WE WERE IN HIS PLACE.

SO ON WE WORKED, AND WAITED FOR THE LIGHT,
AND WENT WITHOUT THE MEAT, AND CURSED THE BREAD:

AND RICHARD CORY, ONE CALM SUMMER NIGHT,
WENT HOME AND PUT A BULLET THROUGH HIS HEAD.

By: Edward Arlington Robinson
circa - 1900

RICHARD CORY

THEY SAY THAT RICHARD CORY OWNED ONE HALF OF THE WHOLE TOWN
WITH POLITICAL CONNECTIONS TO SPREAD HIS WEALTH AROUND.
BORN INTO SOCIETY, A BANKER'S ONLY CHILD,
HE HAD EVERYTHING A MAN COULD WANT!!!!
POWER - GRACE - AND - STYLE.

chorus:
BUT, I WORK IN HIS FACTORY _ AND I CURSE THE LIFE I'M LIVING -
AND I CURSE MY POVERTY - AND I WISH THAT I COULD BE -
OH, I WISH THAT I COULD BE - OH I WISH THAT I COULD BE
RICHARD CORY !!!!!

THE PAPERS PRINT HIS PICTURE ALMOST EVERYWHERE I GO:
"RICHARD CORY AT THE OPERA, RICHARD CORY AT THE SHOW,"
AND THE HUMOR OF HIS PARTY, AND THE ORGIES ON HIS YACHT
OH, HE SURELY MUST BE HAPPY WITH EVERYTHING HE'S GOT.

chorus:
HE FREELY GAVE TO CHARITY - HE HAD THE COMMON TOUCH -
AND THEY WERE GRATEFUL FOR HIS PATRONAGE AND THEY THANKED HIM VERY MUCH
SO, MY MIND WAS FILLED WITH WONDER WHEN THE EVENING PAPERS READ:
"RICHARD CORY WENT HOME LAST NIGHT - AND PUT A BULLET THROUGH HIS HEAD."

(chorus)

Arranged and performed by
Paul Simon & Art Garfunkel
Columbia Records, 1968

CAREER EDUCATION

LEARNING MODULE: SELF STUDY

SUBJECT:	LANGUAGE ARTS / PERSONALITY INVENTORY	LEVEL: 7th grade

CAREER EDUCATION OBJECTIVE: I-3

The student should be able to identify both general and special capabilities which are related to career opportunities.

PERFORMANCE OBJECTIVE:

The student will be able to recognize certain abilities and interests within himself/herself and relate them to the work world.

BEHAVIORAL OBJECTIVE:

The student will rate himself/herself in five categories and consulting the interpretations sheet, be able to suggest several jobs that he might be able to have.

ACTIVITIES:

General discussion of understanding of self.

Distribution of worksheets.

Filling out of worksheets.

Rating of self.

Interpretation of ratings.

Class discussion of ratings with job suggestions written on the board.

RESOURCE:

Teacher-prepared worksheet.

Career resource center materials.

L. Leitch

EXPLORING MY PERSONALITY

Personality Test

Directions: Before each statement rate yourself 0, 1, or 2.
2 means the statement describes you very well.
1 means the statement is about 50% or half correct.
0 means the statement does not really apply to you very well.

GROUP I

_____I have many friends and I spend a great deal of time with them.

_____I enjoy making new friends wherever I go.

_____I do not like to work nor spend much time alone.

_____I often times enjoy being the center of attention.

_____I like to belong to organizations and active teenage groups.

GROUP II

_____I would be very upset if my family moved and I had to change schools.

_____I like to keep my friends rather than make new friends all the time.

_____When I am an adult, I would like to live in this area.

_____I enjoy being in the same classes with the same people all year.

_____It upsets me when my friends change their minds about important things.

GROUP III

_____I enjoy day dreaming from time to time.

_____I enjoy solving brain teaser problems and riddles.

_____I would rather earn my living with my brain than with my hands.

_____I would rather plan a school party than decorate the gym for it.

_____I really enjoy class discussion about important problems.

GROUP IV

_____It upsets me when my friends fight among themselves.

_____When people get in arguments, I like to leave the room.

_____I refuse to pick a fight with anyone.

_____I would rather tell a "white lie" than hurt someone's feelings.

_____I am known as a peacemaker. I am good at patching up fights between people.

EXPLORING MY PERSONALITY

GROUP V

_____If I am going to be on a committee, I want to be the chairman.

_____I enjoy giving advice to people in difficulties.

_____Sometimes my friends consider me to be too bossy.

_____When I am put in charge of some activity, things really get accomplished.

_____I do not enjoy getting a lot of advice from my friends and family.

How to Rate Yourself

1. Count your total points for each separate group.
2. On the bar graph below, blacken in the bars for each group to the correct point numbers at the left.

10						High
9						High
8						High
7						High Average
6						Average
5						Average
4						Low Average
3						Low
2						Low
1						Low
0						
	Group I	Group II	Group III	Group IV	Group V	

Interpretations of Ratings

Study your highest and lowest scores. These scores may give you important clues on how your personal interests could relate to the World of Work.

Group I /

Higher Score: You enjoy meeting new people. You prefer working with others rather than alone. You also probably like being the center of attention.

Lower Score: You do your best work when working alone or with just a few people. You would rather work around people who are familiar to you than strangers.

Group II /

Higher Score: You do not like to many surprises. You like to know what is going to happen around you. If things are going OK you see no reason to change the rules.

Lower Score: You get bored if things remain the same day after day. You enjoy surprises and changes of scenery.

Group III /

Higher Score: You like to think through problems. New ideas are exciting to you. You prefer to work with ideas than with things.

Lower Score: You enjoy working with your hands. You would rather build something than tell somebody else how to do it.

Group IV /

Higher Score: You enjoy friendly relations with others. You are willing to spend much effort to make certain that social situations are smooth and without conflict.

Lower Score: You like lots of action. Conflict is interesting to you. When things go too smoothly you get bored.

Group V /

Higher Score: You enjoy being a leader. You like to influence other people, and have your ideas put into action.

Lower Score: Before you do something new, you want clear directions. You do not enjoy telling other people what to do.

Question One: List five (5) jobs that would fit in well with your highest score group. Would these jobs also fit in well with your lowest score group? Be prepared to discuss the areas of conflict.

38.

Please fill in three or more jobs in each box- ones that you feel would be good jobs for people with those scores.

HIGHER SCORE	I	II	III	IV	V
LOWER SCORE					

CAREER EDUCATION

LEARNING MODULE: SELF STUDY

SUBJECT:	SOCIAL STUDIES	LEVEL: Multi-level
CAREER EDUCATION OBJECTIVE: I-14	The learner should recognize one's uniqueness by citing self-descriptions and giving examples of individual differences.	
PERFORMANCE OBJECTIVE:	The learner will be able to identify new abilities or interests, or a variety of personal characteristics that may lead to a better understanding of self.	
BEHAVIORAL OBJECTIVES:	The learner will: .identify items that he/she is capable of doing .compare time tense (present, past, future.) .read and select items of interest from a given set of questions. .judge a situation independently (according to values from their own experiences.) .discuss, distinguish and form meanings for terms - abilities, interests, and values .list characteristics he would have to know before an individual can be his best friend. .write a brief self-description (based on characteristics found in best friend.) .orally share characteristics .compare and contrast characteristics to others .relate daily experiences to self-understanding (The Me I Am Discovering.)	
ACTIVITIES	.Teacher listed boardwork - specific math problems, parts of speech, sentence structure, historical ideas, physical educational activities, musical skills, etc. .Students select activities they feel they are capable of doing. .Teacher led discussion of time & difficulty involved with the capabilities. .Teacher distribution of possible choices of interest. .Students select items of interest. .Discussion of interest. .Students judge a situation. .Teacher and students together form definitions for terms-abilities, interests values. .Identifying characteristics in best friends. .Writing self-descriptions. .Group discussion and sharing. .Comparing characteristics to others. .Examining daily experiences in relation to understanding of one-self. .Reading a list of descriptive phrases.	

S. Mathews

THE ME I AM DISCOVERING

Example:

What did you learn about yourself yesterday?

What did you try that was new for you?

What was the nicest thing that happened to you?

What was the nicest thing you did for someone else?

What new skill did you try?

What was the prettiest thing you saw?

Extension and Creativity of this activity:

Students might keep a daily record in a notebook for two weeks.

Students might summarize their responses in a poem, a play or a story entitled "The Me I Am Discovering."

Students may illustrate new insights in a collage, mobile, or drawing.

Students may write letters recommending themselves for jobs that are interesting to them. The letter of recommendation could be written from the viewpoint of someone chosen by the student who knows the student well. The letter could refer to the students interests, abilities, personal characteristics, and previous experiences.

A list of descriptive phrases to help students devise their own list.

Are you a person who:

1. Sticks up for friends?
2. Enjoys being in charge?
3. Likes to have teachers praise you?
4. Sticks with a task until it's finished?
5. Likes to be out-of-doors?
6. Enjoys playing team sports?
7. Is good at several different things?
8. Will try something new just for the challenge?
9. Wait until the last minute to do things?
10. Prefers to be alone a lot?

Game Directions:

After students have completed their list of descriptive phrases about themselves, divide the students into groups of three. Have them write "yes" or "no" or "sometimes" next to each phrase. Then ask them to fold back their papers so that their answers don't show and exchange papers. Have each student in the group guess how the other two responded to each of the phrases. Then compare notes, discussing the messages we send and how they are received.
(Based on an activity included in "Value Clarification," by Sidney Simon and Sara Massey, In Educational Leadership, May 1973, pp 738-739.)

This lesson was based on a lesson included in Bread and Butterflies (a curriculum guide in career development) created under the supervision of the Agency for Instructional Television, through the resources of a consortium of thirty-four educational and broadcasting agencies with assistance from Exxon Corporation. 1974, pp 28-32.

CAREER EDUCATION

LEARNING MODULE: SELF STUDY

SUBJECT: LANGUAGE ARTS LEVEL: Junior/Senior High Students

CAREER EDUCATION OBJECTIVE: I-7 The student should understand that one's view of life comes from one's personal value system.

I-5 The student should understand one's limitations and if possible, move toward positive growth.

PERFORMANCE OBJECTIVES: Students will do a comparative study of the story line of musicals "The Wiz," and "The Wizard of Oz."

BEHAVIORAL OBJECTIVES: Students will compile a notebook of assignments.

ACTIVITIES:

1. Students will listen to complete soundtrack recordings from both productions.
2. Students will explain in writing the story progression of each play.
3. Students will choose the character he/she liked the best and explain why in an essay OR draw two pictures depicting the personality of the character. (For lower lever or very artistic students.)
4. Students can compare the characters' behavior to behaviors of real life people citing views of life, decision-making, and interpersonal relationship skills.
5. Students may compare themes from individual songs from both productions (i.e. "Follow the Yellow Brick Road," and "Ease on Down the Road.") Students should look for attitude similarities and differences.
6. Students may do excerpts of both plays with student written narration to perform for other classes.

RESOURCES: Soundtrack Records of "The Wiz," and "The Wizard of Oz."

Record player

Lyric sheets

Pictures of casts if available

E. Chears

2. INFORMATION
   a. Career
   b. Economic
   c. Education - job relationships

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: MATH

LEVEL: Primary
Special Educ.

CAREER EDUCATION OBJECTIVE: IIB2

The student should understand the basic concepts of the relationships among money, interest, banking price, wages, income (gross and net) and taxes.

PERFORMANCE OBJECTIVE:

The student will understand the relationship of coins to amounts of money.

BEHAVIORAL OBJECTIVES:

1. The student will verbally identify the name of each coin represented on a card.
2. The student will verbally identify the value of each coin.
3. The student will play the Money Game.

ACTIVITIES:

1. Group discussion of names of coins. (Penny, nickel, dime, quarter, half-dollar.)
2. Students will individually name the coins presented by the teacher.
3. Group discussion of values of coins.
4. Students will individually give the value of each coin presented by the teacher.
5. Explanation of new game.
6. Students play game.
7. Distribution of reward to good sportsmen and to winner of the game.
8. Evaluation of activity by students. Teacher will give students a blank card. Teacher will draw three faces on the board - a smiling face, a straight face, and a sad face. Teacher will direct students to draw the face of how they feel about the activity.

RESOURCES:

1. DLM's Money Game
2. Candy
3. Blank 5 x 7 cards
4. Chalk

C. Ralston

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: SOCIAL STUDIES / HEALTH/ MATH/ LANGUAGE ARTS LEVEL: 2nd GRADE

CAREER EDUCATION OBJECTIVES:

The learner will become aware of the personal and social requirements of the Homemaker.
The learner will understand that specific knowledge and skills are required of the Homemaker.
The learner will develop an understanding of the need of the individual family members to work together.
The learner will recognize that all work has value and dignity.

PERFORMANCE OBJECTIVES:

The learner will discover the wide range of tasks performed by the Homemaker.
The learner will be able to perform simple tasks related to the Homemaker career - such as planning well-balanced meals, operating within a budget, sewing, reading a recipe, etc.
The learner will become aware of the products resulting from the Homemaker's work.
The learner will recognize the importance of the Homemaker's job for the family well-being.

BEHAVIORAL OBJECTIVES:

At the completion of the unit, learners will...
-be able to tell and describe the many tasks and responsibilities of the Homemaker,
-be able to time given activities using hours and minutes.
-using knowledge of the basic health groups, be able to plan a day of well-balanced meals,
-given a $50 food budget, be able to buy food for a family for a week,
-given a Christmas shopping budget of $100 and a catalogue, be able to make a Christmas order list for a family of four,
-using simple food preparation measurements, be able to follow a simple given recipe and produce an edible no-bake item.
-be able to hand-stitch.

LEARNING ACTIVITIES:

After discussing jobs of women, the teacher will lead the class to the fact that most women hold one job in common, that of the Homemaker. This is the career this unit will explore.

A. To find out what a Homemaker's job is;
   1. Have children write notes to parents telling about the current unit and explaining that they would like to log mom's activities over the weekend to discover her varied tasks.
   2. Children are to keep logs over the weekend of the various tasks performed by the Homemaker and the time devoted to each.

J. Zambo

3. Class will discuss their findings - tasks observed, logged time, similarities and differences among mom's their tasks and time devoted to them.
4. Pictures will be drawn by children of the different tasks such as making beds, washing dished, cooking, shopping, etc., performed by the Homemaker. These will be displayed along with the calculated time spent on each beneath the appropriate picture.
5. Discuss and rank activities from most important to least important and/or most time-consumming to least time-consumming.

B. To discover the necessary skills needed by a Homemaker, the learners will:
   1. Follow a recipe containing simple measurement, and produce a simple no-bake item for the class.(Math)
   2. Using a given measurement - 1 ft. by 1 ft. - cut out and, using an over-hand stitch, sew and stuff and decorate a throw pillow.
   3. Make out a grocery list after being given super-market ads, a $50 weekly budget for a family of four (Math.)
   4. Add a series of given monthly bills such as water, gas, clothing, etc. to see just how much money is required to "make ends meet." (Math.)
   5. Make out a Christmas shopping list, given a catalogue and set budget. (Math.)
   6. Using knowledge of the basic health groups and the meaning and necessity of well-balanced meals, plan meals for a day. (Health.)
   7. Given first-aid problems encountered in daily lives, such as burns, bug-bites, poisoning, cuts, etc. learn necessary remedies.

C. To learn how it feels to be a Homemaker
   1. Children will interview their own mom and find out their special talents, learning required, what they like best about the job, how the family can make the job easier, etc.
   2. Have a mom-volunteer come to school to talk and be interviewed.
   3. Role play about the tasks of the Homemaker.
   4. Perform a puppet show, short play or pantomime about Homemakers duties, problems, etc.
   5. Discuss, write about or draw answers to open-ended stories about problems Homemakers face, such as;
      1) What do you do when unexpected medical bills take up most of the monthly budget?
      2) What do you do if your husband calls and tells you he's bringing home a guest for dinner and you only have enough time to either clean the house, make a fantastic meal or go to the beauty shop?

6. Using Marlo Thomas' record, Free To Be Me, play the song "Housework" and/or "Parents Are People." Discuss and draw about what it means to you.

D. For added enriching activities;
1. Discuss what machines are important to a Homemaker.
2. Pretend your Homemaker is gone all week and no one is there to perform her duties, discuss and/or draw what would happen. This can lead into the ways children can help out around the house.
3. Discuss ways a Homemakers job can be made easier.
4. Discuss special problems of working moms - still having to complete home duties, role reversals, etc.
5. Discuss special problems of 1 parent households.

RESOURCES: Paper, pencils, crayons, magazines, newspapers, recipes, measuring utensils, sewing instruments, catalogues, first-aide book, puppets (optional,) etc.

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: LANGUAGE ARTS LEVEL: 3rd Grade

CAREER EDUCATION OBJECTIVES: 2 ab. The learner will become aware of various careers, and their activities.

PERFORMANCE OBJECTIVE: The learner will understand the type of work and working situations included in each career.

BEHAVIORAL OBJECTIVES: The learner will:

.identify various careers chosen.

.correlate working situations with various careers.

.match workers with their "tools of the trade."

.identify different career environments.

ACTIVITIES: Students will pick from a hat the names of different occupations.

Teacher-student discussion of career chosen.

Students will draw pictures of person (themselves) working at the particular job chosen out-of-class.

Students will complete worksheets.

Teacher directed review of worksheets.

Students will answer questions individually as they pertain to their careers chosen.

RESOURCES: Teacher information: career activities.

Teacher prepared worksheets.

Crayons and coloring paper.

R. Mitchell

WHO WOULD SAY THIS?

1. "I'll have to change the pipes to make your sink work."_____

2. "Open your mouth and let's take a look at those teeth."_____

3. "Your Honor, I object, that question is unfair to my witness."_____

4. "Everybody ready? The curtain goes up in 30 seconds."_____

5. "I think we have that dress in your size."_____

6. "Hurry, it's an emergency - 43 State Street, let's go!"_____

7. "Yes sir, may I take your order now?"_____

8. "I will stack these cans over here by the meat."_____

9. "Let's move these crates on board the shop now."_____

10. "Please fasten your seat belts, we will be landing soon."_____

MATCH THE WORKERS WITH THEIR TOOLS:

1. CARPENTER	1. WIRES & CIRCUITS
2. TEACHER	2. MEDICINE
3. ELECTRICIAN	3. TYPEWRITER
4. HOUSE PAINTER	4. CASH REGISTER
5. NEWSPAPER REPORTER	5. HAND CUFFS, GUN
6. DOCTOR	6. HAMMER, SAW
7. COOK/CHEF	7. BOOKS, RULERS, MAPS
8. ARTIST	8. PAINT, BURSHES, LADDERS
9. POLICEMAN	9. PANS, OVENS, FOOD
10. GROCERY CLERK	10. PAPER, PAINTS, CLAY

FILL IN THE BLANKS:

1. I am a nurse, I work in a _____.
2. I am a mailman, I work at the _____.
3. I am a teacher, I work in a _____.
4. I am a mechanic, I work at a _____.
5. I am a secretary, I work in a _____.
6. I am a stock boy, I work in a _____.
7. I am a sailor, I work on a _____.
8. I am a cook, I work in a _____.
9. I am a hairdresser, I work in a _____.
10. I am a scientist, I work in a _____.

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: LANGUAGE ARTS LEVEL: 3rd GRADE

CAREER EDUCATION OBJECTIVE: 2ab

The learner will become aware of various careers, and their activities.

PERFORMANCE OBJECTIVE:

The learner will understand the type of work and working situations included in each career.

BEHAVIORAL OBJECTIVES:

The learner will:

.identify various careers chosen

.correlate working situations with various careers

.match workers with their "tools of the trade."

.identify different career environments

ACTIVITIES:

Students will pick from a hat the names of different occupations.

Teacher-student discussion of career chosen.

Students will draw pictures of person (themselves) working at the particular job chosen out-of-class.

Students will complete worksheets.

Teacher directed review of worksheets.

Students will answer questions individually as they pertain to their careers chosen.

RESOURCES:

Teacher information - career activities.

Teacher prepared worksheets.

Crayons and coloring paper.

R. Mitchell

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: MATH LEVEL: (3) 4-6

CAREER EDUCATION OBJECTIVE: The learner will become aware of the need for good basic math skills in most career choices.

PERFORMANCE OBJECTIVE: The learner will understand how to use basic math skills on the job, and to figure different pay scales.

BEHAVIORAL OBJECTIVES: The learner will:

.be able to answer math story problems.

.understand the importance of basic math skills for use in future job situations

.identify different means of being paid for work

ACTIVITIES: Students will read and answer math story problem worksheet.

Teacher-student review of each problem.

Students will individually answer questionnaire.

Class discussion of questionnaire.

Small groups will write one or more math story problems similar to those on worksheet.

RESOURCES: Math story problem worksheets

Questionnaire

Teacher information

Paper and pencil

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: MATH LEVEL: (3) 4-6

CAREER EDUCATION OBJECTIVE: The learner will become aware of the need for good basic math skills in most career choices.

PERFORMANCE OBJECTIVE: The learner will understand how to use basic math skills on the job, and to figure different pay scales.

BEHAVIORAL OBJECTIVES: The learner will:
.be able to answer math story problems.
.understand the importance of basic math skills for use in future job situations.
.identify different means of being paid for work.

ACTIVITIES: Students will read and answer math story problem worksheet.
Teacher-student review of each problem.
Students will individually answer questionnaire.
Class discussion of questionnaire.
Small groups will write one or more math story problems similar to those on worksheet.

RESOURCES: Math story problem worksheets
Questionnaire
Teacher information
Paper and pencil

Worksheet: Maps - Career Education Name_____

Name 10 workers for whom a knowledge of map reading is important:

1._____.
2._____.
3._____.
4._____.
5._____.
6._____.
7._____.
8._____.
9._____.
10._____.

Before the discussion did you understand what map coordinates were?_____.

After the discussion did you understand what map coordinates were?_____.

Did your group find a good answer to your problem?_____.

Were you an active member of your group?_____.

Did you enjoy this exercise? _____.

Do you think you may need to know these skills later in your life?_____.
Why?_____or Why Not?_____.

From this exercise I learned that_____

_____

_____

_____.

Read and answer each problem below. Show your work.

1. Mary is a cashier at the 7-11 Store. A customer buys a loaf of bread costing 60¢, a half gallon of milk for 57¢ and two apples for 14¢ each. How much money did the customer spend?

2. Larry is a carpenter. He needs wood to build 6 shelves. Each shelf will be 3 feet long. How long a piece of wood will Larry need to get?

3. Sally works as a shoe salesperson. She makes $2.00 an hour, plus 50¢ for each pair of shoes she sells. One day she worked for 4 hours and made $9.00. How many pairs of shoes did she sell that day.

4. Kenny makes $120 a week as a butcher. If he saves half of his salary each week, how much money will he save in 4 weeks?

5. Lisa sells Avon Products. For every $100 worth of Avon she sells, she gets $10.00. Lisa has already sold $73 worth. How much more does she need to sell to make her money?

QUESTIONNAIRE

1. Do workers all make the same amount of money for doing different jobs?

2. Do all workers get paid the same way?

3. Do you like math? Why or why not?

4. Is math an important subject to know for a job?

5. Make a list of other kinds of jobs where knowing math is important.

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: READING (COMMUNICATIONS) GRADE: 7-8

CAREER EDUCATION
OBJECTIVES: II C2 The student should understand that specific knowledge and skills are often required in certain occupations.

II C9 The student should be able to read, compute, communicate, and follow directions.

III B11 The student should realize the need to communicate with others.

PERFORMANCE
OBJECTIVE: The student will explore the roles of customer and waitress/waiter in order to learn the importance of clear communication, the need for accurate reading, and the desirability of courtesy in both roles.

The student will explore and appreciate the use of abbreviations in everyday situations.

BEHAVIORAL
OBJECTIVES: The student (with at least 3 partners) will:
Play the role of a hungry customer entering a coffee shop:
be seated and given a menu
be instructed to read the menu carefully
be approached by the waiter/waitress
give his/her order
check what he "receives" against his original order.
Change roles and play the role of waitress/waiter:
be instructed (along with all others in this role) to read the menu very carefully
be asked to answer questions about the menu
be given a cashier's order book with carbon insert
be instructed that he/she may use abbreviations of his/her own creation
approach the customers and take the orders as quickly as possible.
read the orders to the cook (Tape Deck.)
write out (no abbreviation) the complete orders and return them to the appropriate customers.
Take part in a class discussion.
Fill out a worksheet/evaluation.

ACTIVITIES: Teacher presentation
Group assignments
Role playing
Class discussion
Worksheet/evaluation

RESOURCES: Teacher information
Menus
Sales/order tablets
Tape deck and tape
Seating arrangement

ACTION REAL LIFE SKILLS: READING A MENU

Below is a restaurant menu. It's a lot like one you might find at any restaurant or coffee shop.

Read the menu. Then answer the questions below it.

COFFEE SHOP
BREAKFAST MENU

(From 7:00 a.m. to 11:a.m.)

FRUITS AND JUICES	SM.	LG
Orange Juice	$.35	$.55
Tomato Juice	.35	.55
Grapefruit Juice	.40	.60
Half Grapefruit		.70

BREAKFAST ORDERS
(Please order by number)

(1) One Egg (any style)	.65
(2) with ham or bacon	1.20
(3) Pancakes	.90
(4) with ham or bacon	1.45
(5) Steak and Egg	2.75

(All orders served with toast & jelly)

SIDE ORDERS	SM	LG
English muffin		$.40
Donut		.40
Sausage		.60

BEVERAGES

Coffee		.35
Milk	$.40	.55
Hot Chocolate		.50

BREAKFAST SPECIAL
Small Juice, one egg with ham or bacon, toast and coffee... 1.85
(no substitutions)

Minimum table charge: $.50

1. Could you order breakfast at 11:30 in the morning?_____.
2. How much would one scrambled egg cost?_____.
3. If you wanted toast and jelly with your scrambled egg, how much would your breakfast cost?_____.
4. If you were sitting at a table, how much would you have to pay for a small glass of orange juice?_____.
5. If you wanted the steak and egg, what would you ask for?_____.
6. Could you order the Breakfast Special with an English muffin instead of toast?_____.
7. How much would pancakes, sausage, and a large glass of milk cost?_____.

Worksheet for COMMUNICATION Name_____

As a customer:/

Were you able to explain your order clearly?_____

Did you receive the correct order each time?_____

If not, who made the mistake? Customer_____Waitress/Waiter_____

What caused the mistake?_____

As a waiter/waitress:/

Did you serve all three customers their correct orders?_____

If not, how many customers complained?_____

Who made the mistake? Customer_____Waitress/Waiter_____

What mistakes were made?_____

What was the reason for the mistakes?_____

List 5 of the abbreviations you used and the word they replaced:

Abbreviation	Word
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What kind of letters did you leave out of your abbreviations? (Most of the time.)
vowels consonants both

Did using abbreviations make taking orders easy for you?_____

Do you think you might like to do this as a job some day?_____

Please finish these statements:

A waiter/waitress must be_____.

Abbreviations are used much of the time because they_____

_____.

It is important for a customer to_____

_____.

From this lesson I learned that_____

_____.

Did you enjoy doing this lesson?_____.

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: LANGUAGE ARTS LEVEL: 6-7-8.

CAREER EDUCATION OBJECTIVES:

1. The student should know how to use library resources for career information.
2. The learner will become aware of various careers and their activities.
3. The student will understand that various careers or occupations are no longer in existence or limited to only a few individuals today because of changes in societies needs.
4. The learner will react to various occupations as he makes a decision about whether or not he would entertain these various occupations.

EDUCATIONAL OBJECTIVE: The student will locate, read, understand and appreciate poetry.

BEHAVIORAL OBJECTIVES: Given a worksheet and access to the resource center;

1. The student will locate using reference material various poems which deal with occupation.
2. The student will read at least three (3) of these poems.
3. The student will become familiar with occupations as recorded in poems.
4. The learner will become aware that some occupations have been phased out or limited only to a few people because of changes in society's needs.
5. The student will become acquainted with the meanings of new words.
6. The student will identify the author, title, and the source of a poem.
7. The student will identify the tools or skills required of at least one (1) occupation.
8. The student will react to both the poem and the occupation as he makes a decision as to whether he himself would have this occupation.

ACTIVITIES: The student will select a worksheet from a learning center packet. He will use reference books and poetry anthologies in the resource center to answer the directed question on the worksheet. Answers to question and assistance will be given by the librarian and the teacher. When the worksheet is completed it will be reviewed and discussed by both the student and teacher.

RESOURCES: Worksheets
Reference books, especially Index to Poetry for Children and Young People.
Various poetry anthologies.

D. Matuska

STUDENT WORKSHEET NAME_____

1. Find and read 3 poems that deal with some type of job or work. You may start by using any book containing a collection of poems. But a better start would be to find some occupations as main entries in the Index to Poetry For Children and Young People by Brewton on the reference shelf in the resource center. The librarian will help you find and use this book if you need help.

   Remember that when you read a poem, often several readings are necessary. The first reading of a poem will give you an idea of what the poem is about. A second reading will help you understand the poem better. And, a third reading will help you appreciate the poem, or help you decide whether you like it or not.

   List the title and authors of the three poems about jobs here:

Title	Author
_____	_____
_____	_____
_____	_____

2. After you have read the three poems, pick the one you enjoyed, read most and answer the following questions.

   a. What again is the title of the poem?_____.

   b. Who is the author of the poem?_____.

   c. From what book is the poem taken?_____.

   d. How many stanzas are there in the poem?_____.

   e. Were there any words in the poem of which you didn't know the meaning?

      Yes_____No_____

      If the answer is Yes write down the words which you didn't know here and find out their meaning.

   f. What type of work or occupation is mentioned in the poem?

      _____.

   g. Is this kind of job done by many people today, or does it seem "old fashion?"

      _____

      _____.

   h. Did the poet describe the occupation well or did he just mention it?

      _____.

   i. Are there any special tools or skills required for this type of work mentioned in the poem? If so, list them here.

      _____

      _____.

STUDENT WORKSHEET (cont'd)

j. Did you like or dislike the poem after reading it several times? Why or why not?

_____

_____

_____.

k. Would you like to have this type of job for yourself? Why?

_____

_____

_____

_____.

Useful Reference:

Index to Poetry for Children and Young People, Brewton, et. al., H. W. Wilson Company, New York, 1972.

Main entries pertaining to occupations:

1. Actors and Acting
2. Advertising
3. Air Pilots/Aviators
4. Art and Artists
5. Astronauts
6. Athletes/Athletics
7. Auctioneers
8. Authors
9. Automobile Mechanics
10. Ballet (schools)
11. Barber
12. Baseball
13. Basketball
14. Blacksmiths
15. Boatman
16. Butchers
17. Carpenters
18. Chimney Sweeps
19. Clipper Ships/Captains
20. Computers
21. Construction
22. Cooks and Cooking
23. Cowboy
24. Dancer
25. Diver
26. Drummer
27. Farmer
28. Fishermen/Fishing
29. Football
30. Forestry
31. Furrier
32. Gardener
33. Housekeeper
34. Huckster
35. Inventors
36. Jazz (musician)
37. Juggler
38. Landlord
39. Laundress (Laundryman)
40. Mailman

(only a partial listing)

OLD ELLEN SULLIVAN

Down in our cellar on a Monday and a Tuesday
You should hear the slapping and the rubbing and the muttering,
You should see the bubbles and the steaming and the splashing,
The dark clothes dripping and the white clothes fluttering,
Where Old Ellen Sullivan,
Cross Ellen Sullivan
Kind Ellen Sullivan,
Is washing and ironing, and ironing and washing.

Like a gnarled old root, like a bulb, brown and busy,
With earth and air and water angirly tussling,
Hissing at the flatirons, getting hot and huffy,
Then up to the sunlight with the baskets bustling,
Comes Old Ellen Sullivan,
Cross Ellen Sullivan,
Kind Ellen Sullivan
The clothes like blossoms, all sweet and fresh and fluffy.

Winifred Welles
From: My Poetry Book, Holt, Reinhart Winston, 1972

MAR QUONG, CHINESE LANUDRYMAN

I like the Chinese laundryman
He smoke a pipe that bubbles,
And seems, as far as I can tell,
A man with but few troubles.

He has much to do, no doubt,
But also much to think about.

Most men (for instance, I myself)
Are spending, at all times,
All our har-earned quarters,
Our nickels and our dimes:
With Mar Quong it's the other way--
He takes in small change every day.

Next time you call for collars
In his steamy little shop
Observe how tight his pigtail
Is coiled and piled on top.
But late at night he lets it hang
And thinks of the Yang-tse-kiang

Christopher Morley
From: My Poetry Book

THE POPCORN MAN

Do you hear his whistle blowing
   Softly blowing as he stands
At the cold and wintry corner,
   With mittens on his hands?

"Popcorn! Popcorn! Five a sack!"
And inside the little wagon,
Through the little steamy window,
You can see the white grains popping
   And hopping round,
Hear a little, crisp, staccato
   Sort of sound,
Watch the fleecy grains go hopping,
   Gaily dancing,
Softly dropping,
Never faltering or stopping,
   Like a fall of fairy snow.

"Popcorn! Popcorn! Five a sack!"
And the children gather round
When they hear the whistle sound,
Starin wide-eyed, wonder-bound,
At the fragrant, snowy mound
   Heaped inside the little window
They watch his kindly face,
   With his twinkly eyes of black;
They watch his mittened hands
   As he deftly fills each sack.

Oh, I hear his whistle blowing
As through the streets I'm going.
   "Popcorn! Popcorn! Five a sack!"
(And I wish I were a child again,
   With the years turned back!)

Edith D. Osborne.
From: The Golden Flute, John Day Co., 1932

THE SHOEMAKER

As I was a-walking the other day,
   I peeped in a window just over the way
And old and ben and feeble too,
   There sat an old cobbler a-making a shoe.
With a rack-a-tac-tac and a rack-a-tac-too,
   This is the way he makes a shoe.
With a bright little awl he makes a hole.
   Right through the upper, and then through the
   sole.
He puts in a peg, he puts in two,
   And a ha-ha-ha-ha- and he hammers it thru.

Author Unknown
From: The Golden Flute

THE CLOCK SHOP

I know a little clock shop
That's very dark and queer
And has--oh, heaps of clocks inside
A million pretty near.

And there's a funny clock-man
With every sort of key,
Who goes around to all the clocks
And winds 'em up for me.

I listen then, I listen---
And this is what I like---
From little ones to grandfathers
The clocks begins to strike!

And oh! If I am very good,
And coax--why then,
The clock-man goes to all the clocks
And winds 'em up again.

Jeannette C. Shirt.
From: The Golden Flute - John Day Co., 1932

THE COAL MAN

The Coal Man's coming at half-past nine,
The Coal Man's rather a friend of mine.

His face and his hands and his clothes are black,
And coal dust covers each bulging sack.

In every sack is a hundredweight,
And the Coal Man's name is Mr. Tate,

And that's just one of things I know,
"Cos Kate, the House-maid, told me so."

And though he's old he's terrible strong,
And he's coaling, coaling, all day long.

And Kate says Mr. Tate is white
When he washes his hands and face at night.

But, Mr. Coal Man Tate, you're far,
Far nicer, grimy as you are.

Hugh Chesterman.
From: The Golden Flute

SOLDIER, WHAT DID YOU SEE?

What did you see, Soldier? What did you see at war?
I saw such glory and horror as I've never seen before.
I saw men's hearts burned naked in red crucibles of pain.
I saw such godlike courage as I'll never see again.

What did you hear, Soldier? What did you hear at war?
I heard the prayers on lips of men who had never prayed before.
I heard men tell their very souls, confessing each dark stain
I heard men speak the sacred things they will not speak again.

What did you eat, Soldier? What did you eat at war?
I ate the sour bread of fear, the acrid salt of gore.
My lips were burned with wine of hate, the scalding drink of Cain.
My tongue has known a bitter taste I would not taste again.

What did you think, Soldier? What did you think at war?
I thought, how strange we have not learned from wars that raged before.
Except new ways of killing, new multiples of pain.
Is all the blood that men have shed but blood shed all in vain?

What did you learn, Soldier? What did you learn at war?
I learned that we must learn sometime what was not learned before.
That victories won on battlefields are victories won in vain,
Unless in peace we kill the germs that breed new wars again.

What did you pray, Soldier? What did you pray at war?
I prayed that we might do the things we have not done before:
That we might mobilize for peace....nor mobilize in vain.
Lest Christ and man be forced to climb stark Calvary again.

Don Blanding
From: The Boys Book of Verse
Lippencott Co., 1952

THE GARDENER

The gardener does not love to talk,
He makes me keep the gravel walk;
And when he puts his tools away,
He locks the door and takes the key

Away behind the currant row
Where no one else but cook may go,
Far in the plots, I see him dig,
Old and serious, brown and big.

He digs the flowers, green, red, and blue,
Nor wishes to be spoken to.
He digs the flowers and cuts the hay,
And never seems to want to play.

Silly gardener! Summer goes,
And winter comes with pinching toes,
When in the garden bare and brown
You must lay your barrow down.

Well now, and while the summer stays,
To profit by these garden days,
Oh, how much wiser you would be
To play at Indians wars with me!

Robert Louis Stevenson

From: My Poetry Book, Holt-Reinhart Winston Co., 1972

THE LAMPLIGHTER

My tea is nearly ready and the sun has left the sky;
It's time to take the window to see Leerie going by:
For every night at teatime and before you take your seat,
With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea,
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you!

For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he light so many more;
And oh! before you hurry by with ladder and with light,
O Leerie, see a little child and nod to him tonight!

Robert Louis Stevenson

From: My Poetry Book

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: READING (MAP SKILLS) LEVEL: Grades 7-8

CAREER EDUCATION OBJECTIVES: II C 2

The student should:
Identify number of occupations in fields of special interest.
Understand and appreciate the interdependence of workers.
Be aware of geographic locations and job availability.
Understand that specific knowledge and skills are often required in certain occupations.
Be able to read, compute, communicate and follow directions.
Develop skills in working with others toward a common goal.
Be aware that one makes decisions daily.

PERFORMANCE OBJECTIVES:

The student will be exposed to map-reading concepts, be required to apply these concepts during skill development exercises, be exposed to careers within a given cluster, be involved in decision making situations, be a working part of a group, and arrive at some conclusions regarding skills and careers.

BEHAVIORAL OBJECTIVES:

Working as part of a small team, the Student will:
listen to teacher presentation.
apply concepts in skill development.
make decisions in problem-solving.
evaluate outcomes.
explore a career cluster.
take part in a class discussion.
evaluate the exercise.

ACTIVITIES:

Teacher presentation of basic map-reading concepts.
Distribution of maps of Hammond and vicinity.
Application of concepts through a series of exercises presented by the teacher.
Presentation of a specific problem situation for each group.
Group work on solving the problem.
Evaluations of outcomes.
Class discussion of problems and displays of solutions.
Career cluster discussion.
Completion of worksheet/evaluation form.

RESOURCES:

Classroom chalkboard and chalk.
Hammond city maps.
Staples and stapler.
Colored pins.
Yarn.
Scissior.
Problem sheets.
Worksheet/evaluation form.

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SAMPLE PROBLEM FOR GROUP ASSIGNMENT IN PROBLEM SOLVING EXERCISE FOR MAP SKILLS.

You are a bread truck driver. You start your day at the Wonder Bread bakery on the corner of Calumet Avenue and Michigan Avenue. Using your maps, find the fastest route you could take to deliver bread to these customers: (You may use any order you want.)

Gavit High School:	Corner of 175th and Northcote Avenue.
St. Margaret Hospital:	25 Douglas Street.
Morton Middle School:	7040 Marshall Avenue.
The Lantern Restaurant:	4226 Calumet Avenue
Burger's Supermarket:	165th and Columbia (corner)
The Fabulous Hot Dog:	6861 Kennedy Avenue
Cataldi's Restaurant:	575 State Street.

HINTS:

Plot your co-ordinates with pins.

Remember such things as one-way streets, traffic jams, trains, etc.

Use yarn pinned to the map as you try different routes.

Write out the final route giving complete directions for your deliveries.

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: THE MUSICIAN AS A LISTENER **LEVEL:** GRADES 7-8

CAREER EDUCATION OBJECTIVE: II-6 Identify number of occupations in fields of special interest.

PERFORMANCE OBJECTIVE:

To develop an awareness of the importance of listening.

To become acquainted with the elements of sound to which the listener responds.

To become aware of the roles of the many people who provide behind-the-scenes support for musical performances.

To become familiar with the purpose and role of the critic.

To explore the role of a listener critic.

BEHAVIORAL OBJECTIVE:

The learner will:

Discuss the meaning of the terms timbre, pitch, duration, and volume.

Listen and describe environmental sounds.

Listen to favorite recordings. Discuss the music and state their opinion.

Visit local store to see the categories of recordings available.

List names of performers featured on record racks in stores.

Learner will discuss music critic (from text material.)

ACTIVITIES:

Teacher will inform and discuss meaning of terms in above mentioned paragraph.

Teacher will provide environmental sounds.

Provide records for learner on styles of music.

Assign learner to various stores to obtain information concerning the listener.

Read with learner the text about the music critic.

Discuss the music critic.

RESOURCES:

Textbooks

Recordings brought by students; recordings provided by the teacher.

V. Linley

CAREER EDUCATION

LEARNING MODULE: INFORMATION

SUBJECT: U. S. HISTORY LEVEL: 8th GRADE

CAREER EDUCATION OBJECTIVE:

1. The student will become aware of various careers of pioneers.
2. The student will understand the work ethic that was developed in America.
3. The student will understand that various careers are no longer in existance.
4. The student will react to various occupational choices.

PERFORMANCE OBJECTIVE:

1. The learner will recognize the need for co-operation of pioneer people.

BEHAVIORAL OBJECTIVE:

The student will:

1. read the handout on "Life On The Frontier."
2. become acquainted with the meanings of new (old) words.
3. identify the years and characters of the filmstrip.
4. identify the tools and skill required of one pioneer occupation.
5. select 2 occupations they feel they could do and want to do.

ACTIVITIES:

1. Handout on "Life On The Frontier"
2. Small group discussion on the handout
3. Filmstrip and cassette on Frontier Family
4. Distribution of worksheet
5. Completion of worksheet
6. Distribution of Earlytown worksheet
7. Discussion of Earlytown answers
8. Completion of evaluation

RESOURCES:

Handout on "Life On The Frontier."
Teacher/student information on rural life
Cassette on Frontier Family
Filmstrip on Frontier Family
Worksheet on family tasks of a pioneer family
Worksheet on Earlytown
Evaluation form

LIFE ON THE FRONTIER

The modern American family has many conveniences it considers necessities. Among them are televisions, washing machines, dishwashers and cars. Most of us take these things for granted. But to the early pioneers, such luxuries were unknown. For them, life was a never-ending struggle for survival.

Pioneer families began their westward journey with few supplies. A rifle and an ax were a must. The rifle was used to shoot game or protect the family from possible attack. The ax was used to cut trees for a shelter and clear land for farming. Most families also had a wagon and one or two farm animals. A horse or cow served as a pack animal. Cows also provided milk. A dog could be used to herd sheep or assist in the hunting. Some prized possessions - such as a Bible, a few pieces of china or pewter, or a clock - were also brought.

Choosing a homesite was a task of major importance. The pioneer family needed a spot near a stream or lake for water. They wanted a place with fertile land for farming. They also looked for areas where there were plentiful fish and game for hunting. Distance from neighbors was another consideration. It was comforting to have other families nearby in case help was needed.

Once the homesite was chosen, the next task was to clear the land. No time could be spent building a home until the land was plowed and planted for the first crop. Meanwhile, a half-camp served as a temporary shelter. It was made of bark and branches and consisted of three sides and a roof. The fourth side was open. A fire was built outside to cook food, heat the shelter and frighten off wild animals.

Clearing the land was a major undertaking. The pioneers had few tools to ease their task. Much of the work was done with an ax. Every family member pitched in to help. If neighbors were nearby, they assisted by removing rocks and pulling tree stumps. A crude plow made of wood and iron was used to plow the earth. If a pioneer was lucky, he had a horse or ox to pull the plow. Otherwise he pulled it himself. A variety of grain and vegetable crops were planted. Corn was the chief crop because it had many uses and was easy to store in dried form.

After the land was cleared and planted a permanent home could be built. The most common frontier dwelling was the log cabin. A square trench about two feet deep was dug in the ground for a foundation. Trees were cut into logs. Nails were scarce on the frontier, so logs were notched near the ends and fitted together to form the sides of the cabin. Wooden pins were used to hold the roof together. If neighbors were nearby, they assisted in building the cabin. This was called a house-raising.

The cabin had to be sturdy enough to withstand heavy rains, strong winds, and bitter winters. The spaces between the logs were filled with mud, clay or moss. This was called chinking. Chinking was the job of the women and children.

The cabin usually consisted of a single room. Sometimes a loft was built at one end where the boys could sleep. The loft was reached by a peg ladder, built into the wall. Extra rooms were added later if the family grew or became more prosperous.

A fireplace was built at one end of the cabin. The chimney was made of logs and lined with clay. Later, stone chimneys replaced wood. The fireplace was made of stones. A log fire was used for cooking food and heating the cabin.

The ground served as a floor until there was time to build one of wood. Split logs called puncheons were laid flat side up to form the floor.

Frontier cabins had small windows covered with animals skins or greased paper. Animal skins offered better protection against the weather. But greased paper let in more light. Glass windows were used later when storekeepers imported them from the East.

Most home furnishings had to be made by hand. Tables, benches and stools were made from split logs supported by wooden legs. The bed, also of wood, was built into the wall. The mattress was stuffed with dried grass or leaves. Often children

and parents slept in one bed. Some pioneer families had no beds. Instead, they rolled up in animal skins and slept on the floor.

Pioneers made most of their own farm tools and household utensils. A long pole attached to deer antlers became a pitchfork. Plates, bowls and spoons were carved from wood. Animal horns served as cups and containers. There were no closets so wooden pegs were set into the cabin walls to hold clothing.

As the settlements developed, many household goods were purchased from peddlers or a local store. In time, blacksmiths, cabinetmakers, and other skilled workers joined the community.

The pioneers raised a variety of livestock. They also hunted game, which was in abundance. Duck, pigeon, turkey, bear, buffalo, deer, opposum, rabbit, and squirrel were included in the pioneer diet. Fish were so plentiful that they could be speared with a sharp stick. By learning the ways of the forest animals, pioneers became expert hunters. They also enjoyed a certain advantage. The wilderness animals had never seen white people before. Therefore, they did not know the deadly power of their rifles.

There was no refrigeration. But pioneer families had ways to keep meat from spoiling. Many kinds of meat were cut into strips and then dried, smoked or salted.

If a frontier family had a successful hunt or a good harvest, the surplus could be traded. If a settlement had no store, people traveled to the nearest town or trading post. Pioneers exchanged hides, furs or farm products for such goods as cloth, tea and sugar. Gunpowder and lead to make bullets were also bought.

Pioneer women worked as hard as the men. They did much of the heavy farm work, toiling with their husbands in the fields. The women and girls also grew vegetables and herbs. Other duties included churning butter and making candles and soap from animal fat. There were no doctors on the early frontier, so caring for the sick was the job of the pioneer wife. Most women also learned to use firearms.

The frontier wife had many responsibilities. But she still found time to sew, cook, clean, and care for the children. Making clothes for the family was a long and difficult task. First the raw wool and flax had to be cleaned. This was done with a small wooden brush with metal bristles called a card. Then the wool and flax were spun into yarn. Next the yarn was woven on a loom into cloth. Later the cloth was sewn into clothing. Garments were also made from animal skins. This was often necessary when cloth was not available. Animal skins were used to make boots and shoes as well.

Cooking was another time-consuming process. There were no prepared foods on the early frontier. Everything was homemade. Cooking was done in the fireplace. Huge pots and kettles were hung on hooks over a log fire. These were used to boil soups and stews. Meat, was roasted over the open flames. Later, woodburning stoves were used for cooking.

Corn and meat were the main foods of the frontier diet. Corn in some form was eaten at almost every meal. In addition to being eaten fresh, corn was ground into cornmeal for easy storage. The meal was used to make porridge, puddings and corn bread. Milk was the basic mealtime drink. Tea and coffee were expensive and difficult to obtain.

During the early years of settlement, there were no teachers or schools on the frontier. It was up to the parents to educate the young. Little time was spent on regular school subjects. Instead, children were taught the skills needed to survive on the frontier. Girls learned to cook, spin, weave, sew, and help out on the farm. Boys learned to farm, hunt, use a rifle, and perform various crafts. A parent who could read taught this skill to the children, often by using a Bible. Bible learning was an important part of a child's religious and moral education. Pioneers may have been uneducated by our standards. But they were experts in a broad range of skills that are all but forgotten today.

Recreation on the frontier was simple but entertaining. Whenever possible, pioneers combined work with fun. Women got together for quilt-making parties.

After the fall harvest, there were cornhusking bees. Individuals or teams competed with one another to see who could hust the most ears. The lucky young man to find a red ear could claim a kiss from the girl of his choice. In spring, everyone turned out to gather sap from the maple grove. The sap was made into maple syrup and sugar. Weddings and house-raisings were special celebrations. The parties often lasted for several days. Square dancing, singing, and storytelling were other favorite pastimes. Everyone gathered for races, wrestling bouts, and shooting contests.

Gradually life on the frontier began to change. A new form of transportation - the locomotive - speeded settlement of the West. New towns sprang up. Small towns grew into cities as industrialism spread. As more and more land was taken up, the frontier began to disappear. Nevertheless, the early pioneer settlers are still remembered with pride. They have become part of our national heritage.

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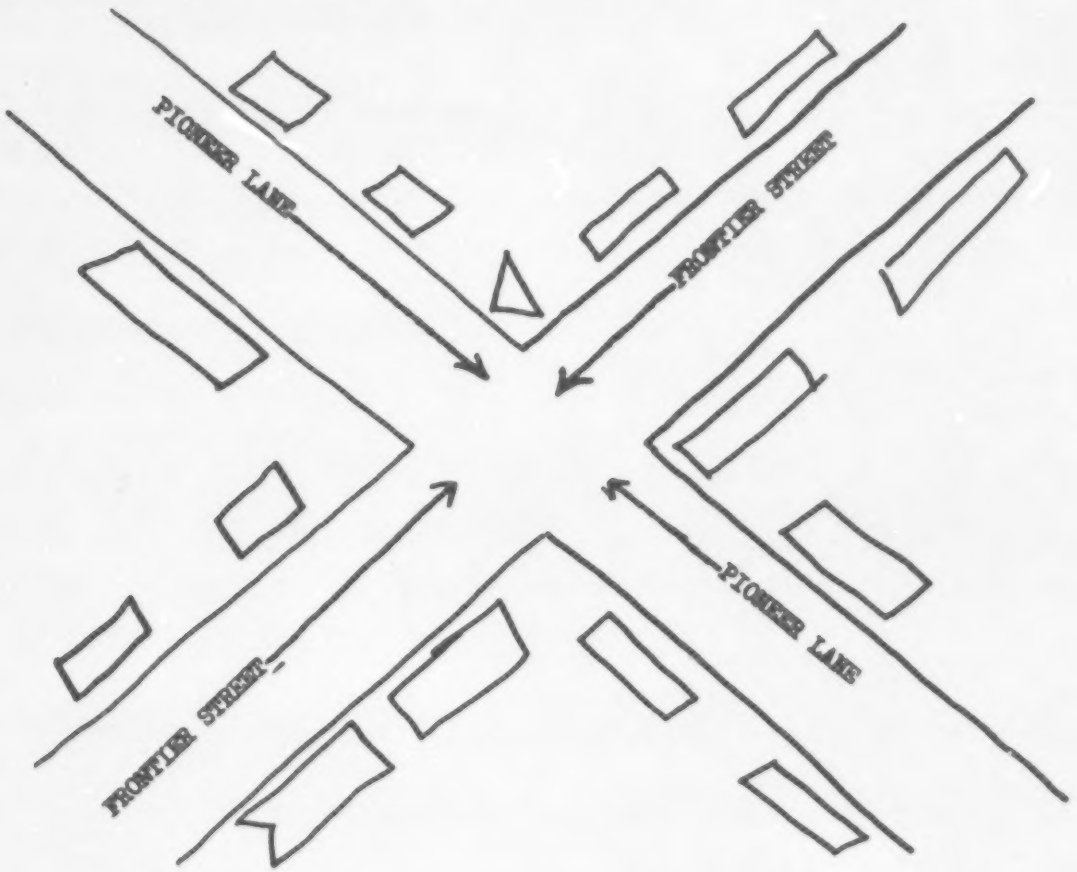
EARLYTOWN

1. Label each building on Pioneer Land and Frontier Street as a business that would have been in an early town or village.



2. What 2 businesses would you be capable of working in?

3. What business would you like to work in if you had the capabilities?

On a frontier farm, there were many essential tasks to perform. Each family member had a lot to do. Adults did the jobs that required more strength, skill and experience. Children also were responsible for many tasks. Consider a frontier family of four:

F - Father (Age 36)
M - Mother (Age 33)
D - Daughter (Age 13)
S - Son (Age 11)

Divide the following tasks among the family members. Some of the tasks would be done by one person alone. Others would be shared. Use the letters F, M, D, and S to show who would do the tasks.

_____1. Clear new land	_____10. Hunt deer	_____19. Clean barn
_____2. Bake bread	_____11. Make candles	_____20. Wash clothes
_____3. Repair roof	_____12. Sweep floors	_____21. Pick beans
_____4. Mend clothing	_____13. Shoe horses	_____22. Feed livestock
_____5. Fix fences	_____14. Feed chickens	_____23. Chop firewood
_____6. Make soap	_____15. Plow fields	_____24. Build new shed
_____7. Trap rabbits	_____16. Weed garden	_____25. Fetch water
_____8. Cook meals	_____17. Gather berries	_____26. Clean, oil tools
_____9. Catch fish	_____18. Gather eggs	

How many tasks would be shared by Father and Son?

How many tasks would be shared by Mother and Daughter?

Suppose Mother became ill and had to stay in bed for three months. How would the work get done?

Which of the above tasks would still be done by the average family today?

What are the basic tasks for each member of your family?

EVALUATION SHEET

This unit was			
The article on Life On The Frontier was			
The filmstrip and cassette on Frontier Family was			
The worksheet on pioneer tasks and Earlytown were			

What did you enjoy about this unit?

What did you learn from this unit?

What did you dislike about this unit?

3. SOCIAL RESPONSIBILITY

   a. Work attitudes and appreciation

   b. Human relationship skills - interviewing skills

   c. Citizenship

   d. Getting and keeping a job

CAREER EDUCATION

LEARNING MODULE: SOCIAL RESPONSIBILITY

SUBJECT:	SOCIAL STUDIES	LEVEL: 1-2 GR
CAREER EDUCATION OBJECTIVE: 3a	The learner will become aware of the various types and level. satisfaction work activities bring.	
PERFORMANCE OBJECTIVE:	The learner will understand that people work for different reasons and that each person derives satisfaction from his/her work in unique ways. They will also discover common reasons for working and begin to understand that an individual's occupation can influence one's lifestyle.	
BEHAVIORAL OBJECTIVES:	Learners will: .construct questionnaires for "poll" .interview various people to complete their own questionnaire .tabulate, by adding, their own results .tabulate, by adding, class results .draw conclusions based on results as to why people work	
ACTIVITIES:	After class brainstorms about why people work for money, to help others, to get away from the kids, etc., they will construct a questionnaire with reasons and a blank line at the bottom. After receiving teacher-made copies of this form, each student is to interview different people and have them check off a reason that applies to them or write in their own at the bottom. Each child will tally his/her own form and the class will find totals. Discussion follows on discovered results and conclusions to be drawn. Children can then make a mural with their own illustrations of reasons for working with tallied results from the "poll," beneath the appropriate picture.	
RESOURCES:	Teacher prepared worksheets, based on children's responses. Crayons and coloring paper People from the community to interview	

J. Zambo

CAREER EDUCATION

LEARNING MODULE: SOCIAL RESPONSIBILITY

SUBJECT: LANGUAGE ARTS LEVEL: 5-6 GRADES

CAREER EDUCATION OBJECTIVE: II-14 "Know how to apply and interview for jobs."

PERFORMANCE OBJECTIVE: After completing the center activities the student should be able to develop awareness of job demands.

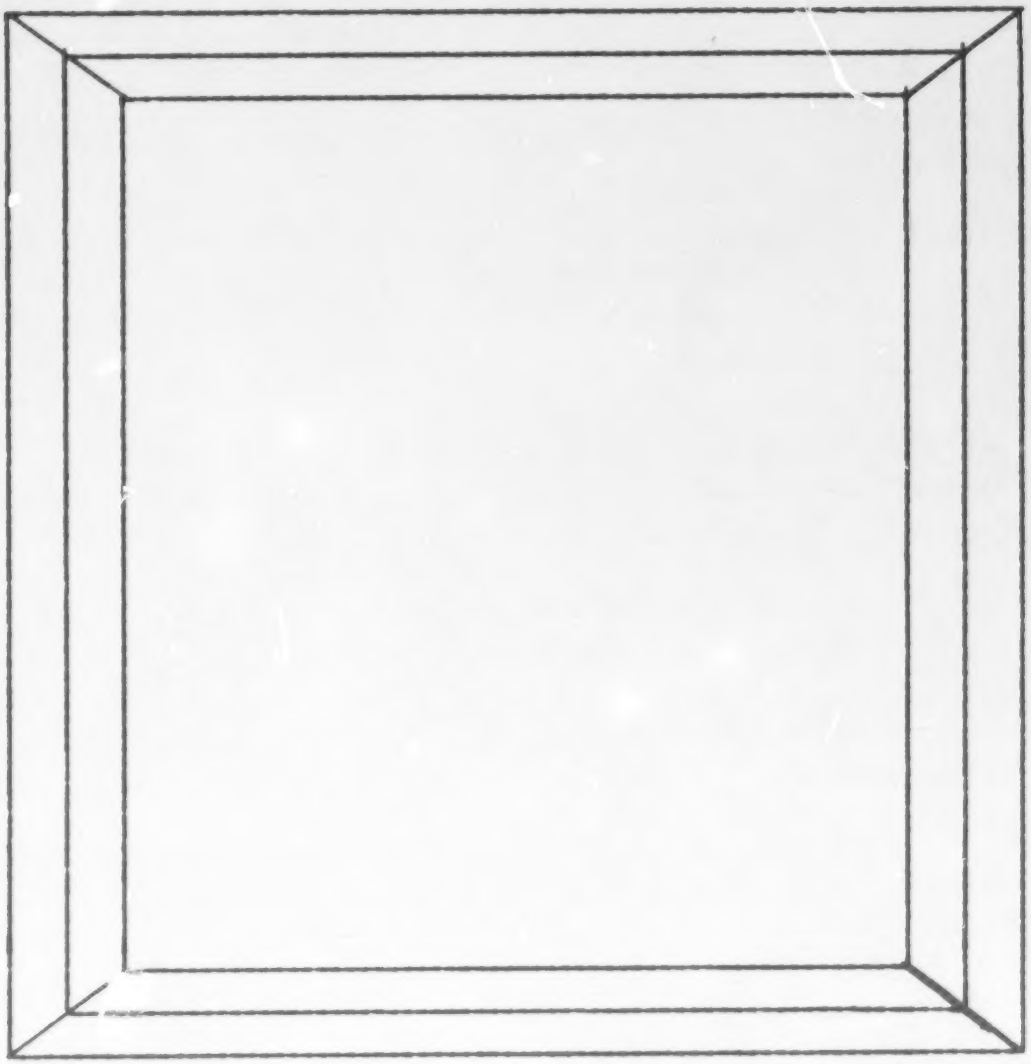
BEHAVIORAL OBJECTIVES: The student will:
.be able to complete a job application form
.be able to distinguish between how to and how not to apply for a job
.be able to list the desired attributes for a particular job

ACTIVITIES:
1. Draw a picture of himself at work at age twenty-one.
2. Complete sheets on job interviews.
3. Complete job application form.
4. Complete sheet on "help wanted."

RESOURCES:
1. Activity sheets
2. Pencils
3. High interest-low vocabulary books dealing with various careers
4. Dictionaries
5. Art supplies

JOB MARKET

Draw a picture of yourself at work in a job you would like to have when you are twenty-one years old.



EXTRA STUFF: Write a paragraph describing the job responsibilities.

JOB MARKET

Read the application filled out by Joanne for a babysitting job. Think of a job you would like to have and fill out the application at the bottom of the page.

NAME Jones Joanne Marie (last first middle) BIRTHDATE: Jan. 11, 1965

ADDRESS 11 South Road PHONE 222-3333

JOB APPLIES FOR: babysitting

SALARY EXPECTED: 75¢ an hour STARTING DATE: today

EDUCATIONAL BACKGROUND: kindergarten - Early School
grades 1-6 - Lake Elementary School

PAST EXPERIENCES:

Place	Job	Dates	Why did you leave?
Mrs. Smiths Lanes	babysitting	June 3-5	job over
Mrs. Brown	dog sitting	Aug 7-13	Mrs. Brown is over

REFERENCES:

Person	Address
Mrs. Jones (my mother)	11 South Road
Mrs. Brown	12 South Road

NAME _____ (last first middle) BIRTHDATE: _____

ADDRESS _____ PHONE _____

JOB APPLIES FOR: _____

SALARY EXPECTED: _____ STARTING DATE: _____

EDUCATIONAL BACKGROUND: _____

_____

PAST EXPERIENCES:

Place	Job	Dates	Why did you leave?

REFERENCES:

Person	Address

JOB MARKET

Mary is interviewing for a job.

List four reasons why you think she may not get the job.

1. _____

_____

2. _____

_____

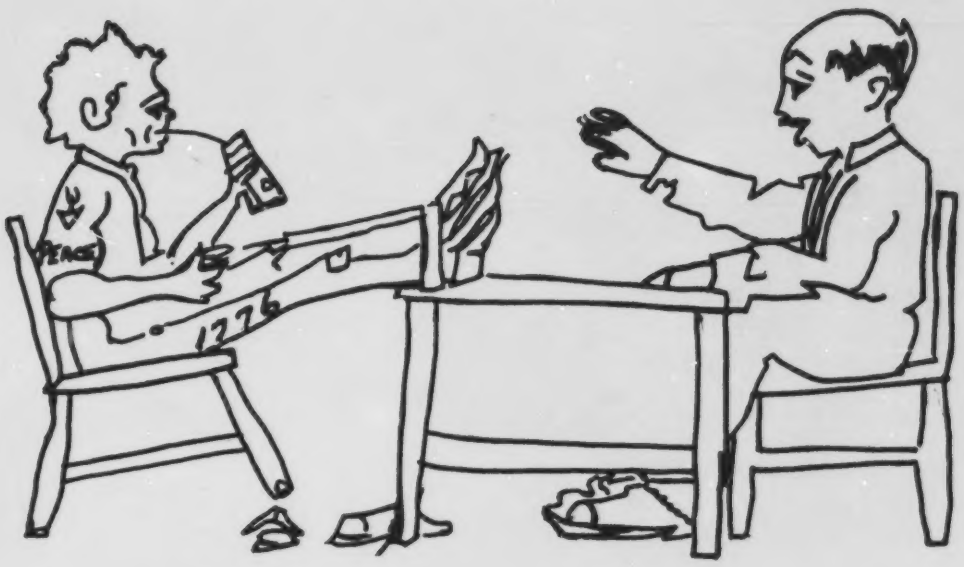
3. _____

_____

4. _____

_____

JOB MARKET



Bill wants a summer job. He may have some problems.

Give him some suggestions for his next job interview.

JOB MARKET

Write a newspaper advertisement for the "Help Wanted" section of the newspaper for persons to fill the following positions:

WANTED: High School Football Coach; must be_____

_____

_____

WANTED: Good Seamstress to work in ladies' specialty dress shop:_____

_____

_____

_____

WANTED: Experienced Chef for exclusive restaurant;_____

_____

_____

_____

WANTED: Math Tutor for sixth grade student:_____

_____

_____

_____

CAREER EDUCATION

LEARNING MODULE: SOCIAL RESPONSIBILITY

SUBJECT: SCIENCE AND LANGUAGE ARTS GRADE: SEVENTH

CAREER EDUCATION OBJECTIVE: II-3

The student should:
.know how to interview qualified workers in areas of interest for purposes of giving pertinent career information

.be aware of personal and social requirements of some employers in specific career areas.

PERFORMANCE OBJECTIVES:

Students will be able to give basic information about each interviewee on individual ten question tests.

BEHAVIORAL OBJECTIVES:

Students will interview three adults of his/her choice, focusing on those persons use of science on the job and/or job requirements.

PERFORMANCE OBJECTIVES:

Students will be able to correctly answer ten questions in quiz form about each interviewee.

ACTIVITIES:

1. Students will view "Science Who Needs It?" which shows science as used by adults in regular work experiences.
2. Students and teacher will discuss methods of obtaining information.
3. Students will complete "Do You Use Science?" sheets in teams of two (a dual interview exercise.)
4. Students will be given a list of sample questions that can be used during an interview.
5. Students will play a simulated "What's My Line?" game.
6. Students will take three preliminary "Interview A Worker," sheets home to obtain information about the jobs of three working adults.
7. Class will interview the school nurse and the cafeteria manager "press conference style."
8. Students will interview a panel of 3 hospital workers.

RESOURCES:

June Judge - Public Relations Director of St. Margaret Hospital in Hammond.

"Science: Who Needs It?" from the "Education:Who Needs It?" filmstrip series housed in the Resource Center in Eggers.

Worksheets

E. Chears

CAREER EDUCATION

LEARNING MODULE: SOCIAL RESPONSIBILITY

SUBJECTS: LANGUAGE ARTS & SOCIAL STUDIES

LEVEL: 7th GRADE-SPECIAL EDUCATION

CAREER EDUCATION OBJECTIVE: III D1

The student will be able to accurately complete various kinds of application forms.

PERFORMANCE OBJECTIVE:

The student will accurately complete an application for employment, social security and common interview questions.

BEHAVIORAL OBJECTIVE:

The student will:

.identify the words commonly found on most application forms (name, address, city, state, etc.)

.accurately spell all the words commonly found on most application forms.

.verbally answer common interview questions

ACTIVITIES:

General discussion on filling out application.

Distribution of blank application and completion.

Role playing of interviewer with the applicant.

RESOURCES:

Teacher information: Career Activities

Application forms "

Interview questions "

A. Harris

APPLICATION FOR EMPLOYMENT
(STUDENT WORKSHEET ONLY)

Last Name First Name Middle Name Soc. Sec.#

Address
Number & Street City State Zip Phone No.

Male Female Are you a U.S. Citizen? Yes No

Marital Status: Single Married Widowed Divorced Separated

Height Weight Color Hair Color Eyes

PRESENT AND PREVIOUS EMPLOYMENT - LIST LAST EMPLOYMENT FIRST

From Mo. Yr.	To Mo. Yr.	Company	Location	Your Position	Immediate Supervisor	Salary	Reason for Leaving

EDUCATION

Kind	Name of School	Dates Attended From	To	Years Credit	Degree	Year Graduated
Grade						
High						
College						
Technical						
Night						
Other						

List any foreigh languages you speak fluently

Type of Work Desired Permanent Temporary Summer

If presently employed, why do you desire to make a change?

Wages or Salary desired per . Date you can start work.

Office and/or Factory Equipment you can operate.

APPLICATION FOR EMPLOYMENT
(STUDENT WORKSHEET ONLY)

List all organizations of which you are member which you feel will be an asset to you in this position. (Do not list activities which would reveal your race, color religion or nationality.)

_____

What physical defect, if any, do you have which may limit your ability to perform the job applied for:

_____

In case of emergency notify:_____
Name Address Telephone

Draft Status_____
U. S. Military Service
From: Mo.____Yr.____to Mo.___Yr.___Branch of Service____Rank at Discharge_____

Relatives Employed or Previously Employed By This Company

Name	Relationship	Employed From	To

List any special skills you possess which will add to your effectiveness on the job.

_____

Hobbies_____

List three people (not relatives) as references:

Name	Position	Address	Phone	Years Known

Signature_____Date_____

REMINDERS to the job-hunter:
-Dates of school attendance (for easy reference.)
-List of previous employers in sequence (for easy reference-include address/phone.)
-List of three good references, their addresses/phone numbers.(references are people who will verify the quality of your character, your attitudes, etc. They are usually past employers, teachers, or long-time family friends.)
-Name and phone number of a person to notify in case of emergency.
-List of those special hobbies and assets you have which will make you more desirable to the employer.
-It is suggested that you leave the "Wages or Salary Desired," question blank. It is best discussed with the employer in person.

HOW TO BEST PRESENT YOURSELF AT AN INTERVIEW

1) BE PREPARED-/ There are two main ways of preparing for an interview:

A. Research the company. Go to a public library or chamber of commerce, etc., and ask for information about the company you're being interviewed by. Things like advancement possibilities, product, sales approaches, company history, etc., are helpful to know.

B. Prepare a personal inventory. Make a list of those things which make you valuable as a possible employee. Such things as experience, schooling, and interests may help in the interview to show how you'll be good at some specific job. You might include here a letter of reference from a past employer. This will help prove your worth at the interview.

2) ARRIVE ALONE-/ Never go to an interview with your friends. The employer wants to see you, and you alone. This gives both of you a better chance to concentrate on each other and the interview.

3) MAKE A GOOD PHYSICAL APPEARANCE-/
The most common law of interviewing. Remember, an employer is trying to get an "impression" of you in a very short time. Clean clothes and a neat appearance will help him remember you in the best possible light.

4) BE PROMPT-/ Always be on time for an interview. It will reflect how you'll perform on the job.

5) RELAX-/ This may be the hardest task of all. Keep in mind at all times that YOU ARE VALUABLE. The employer needs you or someone like you to fill a position. You are interviewing him just as he does you. Be as calm as possible. An be yourself.

6) ANSWER QUESTIONS CLEARLY-/
Often job-hunters ramble on after answering a question, hoping that this rambling will uncover some good character traits that the interviewer may have missed. This will almost always work against you. Listen carefully to questions and answer them as honestly and clearly as you can.

7) LISTEN-/ Another hard lesson to learn. In the first interview, the interviewer should do more talking than the applicant. Remember, he's sizing you up....but he also wants you to know just what will be expected of you if you're hired.

8) ASK QUESTIONS-/ This goes back to being prepared. Come to an interview with some questions of your own. You might want to know about the company history, what types of work are done there, how many employees, chances of advancement, etc. It is not wise to start the interview with questions about salary, time off, etc. Leave these questions for last. Here are a few things "NOT" to ask at an interview:

-When do I get a raise? (you're not even hired yet.)
-How long do I get for lunch?
-When do I get paid?
-How many breaks are there each day?
-How soon do I get a vacation?

You can see why these are not good questions. They make it seem like you're only interested in what you'll get, not in what you want to give the job.

9) FOLLOW-UP-/ You might close the interview with a positive statement like, "Mr. Jones, thank you for the time you've spent with me. I know I could work well for you and I hope you'll consider me when it comes time to hire." Always thank the interviewer. It is both a matter of courtesy and a way to get him to remember you as someone special.

You might even write the interviewer a short note or make a phone call to thank him for his time and consideration. This will pay off for you in the end.

10) ENJOY IT!!/ Looking for a job can be a very exciting experience. Take advantage of the chance to meet a wide range of people in different jobs and businesses. Keep in mind that every working person has struggled with first interviews and survived them. Take a deep breath, relax, and charge ahead.

R E M E M B E R! This list is only a suggestion of things to do and expect. Each interview is different, as is each person. What's most important is that YOU be comfortable with the job-hunting approach you use. And keep in mind that there are certain rules which will help you on your way....

"H A P P Y H U N T I N G!!"

SOME COMMON QUESTIONS ASKED (AND ANSWERED) AT JOB INTERVIEWS

On an interview, before answering questions, pause and think out a clear, direct answer. Remember, the interviewer is trying to get to know all about you in a very short period of time. Stick to the questions asked. In the first interview, the interviewer should do most of the talking - not the job-hunter. Listen carefully!

Here is a list of common questions asked by interviewers. Some common responses are given as well. How would you answer them?.....

Interviewer	Job-Hunter
What brings you to our company?	I've heard many good things about the company from friends who work here. From what I've read, it seems to be the kind of company where I could learn a lot.
What are you looking for in a job?	I hope to become more self-reliant... to learn to take bigger responsibilities. I am eager to use my special skills in an area that seems to need people like me. I want to learn a business from the ground floor up. This seems like a good opportunity for me.
What is your biggest strength?	(These are difficult for some people. Don't feel embarrassed to boost yourself. If you do it honestly and calmly, it is sure to help you get a job.) I am very good with detailed work. I am careful and a hard worker. I take directions well. It makes me feel good to start a project and see it through to the end. I like people. And people seem to get along quite well with me too. I am eager to meet new people and to work with them. I set honest goals for myself. I'll put in a full day each day...and do my best to help the company. (You know best what your strengths are. Experiment with ways you might discuss them with an employer. Be proud of your strengths, and let them work for you.)

SOME COMMON QUESTIONS ASKED (AND ANSWERED) AT JOB INTERVIEWS

Are you a leader?	Yes, I was on my high school student council, directing meetings and organizing committees. Yes, I was captain of the cheerleaders, developed new programs, etc. (Here you should mention specific examples of your leadership experiences.) (Most of us are not born leaders. If you are not, say so and show how effectively you work with others, taking directions and following through.)
What do you offer us that someone else can't?	I have experience in_____your kind of product. I have a real desire to learn and make a contribution. I am young and inexperienced, but very eager. I am a hard worker and I feel that I can be of real value here. I am good with figures, and I'm organized as well. (Simple, honest statements will work best here.)

HOW MIGHT YOU ANSWER THE FOLLOWING QUESTIONS COMMONLY ASKED IN INTERVIEWS?

What were your extracurricular activities at school?
If unemployed, why haven't you obtained a job so far?
What do you know about our particular company? (This is where your research before the interview will pay off.)
What salary are you worth?
What do you see yourself doing 5 years from now?

A good exercise is to role-play with fellow students. Let one student be the interviewer and one the job-hunter. Decide beforehand what your imaginary company does so that both players have something to work with. Then begin a job-interview, keeping in mind that both the employer and employee are making an investment in the future-so each wants to know as much as possible about the other.

The main thing to remember, either in role-playing or a real interview, is that every working person has a first interview sometime. Feeling awkward or nervous is very normal. Interviewing is not easy. But with a careful plan, a little confidence, and a lot of desire it can be a rewarding experience for you.

CAREER EDUCATION

LEARNING MODULE: SOCIAL RESPONSIBILITY

SUBJECT: SOCIAL STUDIES LEVEL: MULTI-LEVEL

CAREER EDUCATION OBJECTIVE: III A9: The learner should recognize responsibility as a work attitude. The learner should experience intrinsic satisfaction in doing a job well.

PERFORMANCE OBJECTIVE: The learner will be able to identify a variety of personal characteristics (1) abilities (2) interests (3) values (4) aspirations to which he/she will be able to recognize and relate responsibility.

BEHAVIORAL OBJECTIVES: The learner will:

.describe what responsibility means to him
.list personal responsibilities
.list additional responsibilities that she/he would like to have
.identify responsibilities in work roles that interest him/her
.identify personal goals
.identify possible ways for becoming more responsible
.compare and distinguish an irresponsible individual "vs" a responsible one
.list and discuss characteristics representative of responsibility from comparative paragraphs
.discuss student responsibilities comparative to job responsibilities
.discussion of other situations that involve or require responsibility

ACTIVITIES: Teacher led discussion--orientation to the idea of responsibility.
Who is Responsible checklist.
Students list responsibilities that she/he have now.
Students list responsibilities what she/he might have in the future (those that you "think" that you will have.)
Personal inventory (reinforcement of predicting future responsibility.)
Students utilize job box booklets to identify responsibility in interested job areas.
Creative writing-students think of a responsibility that she/he would like to have (topics may be humorous or realistic.)
Suggestive topics will be distributed.
Discussion of situations that would require or involve responsibility.
Film viewing-job world situations-detecting and sorting out examples of responsibility.
Comments and criticism on lesson presentation.

S. Mathews

WHO IS RESPONSIBLE?

	ME	SOMEONE ELSE
For getting me up in the morning?		
For fixing my breakfast?		
For picking the clothes I wear?		
For getting me to school on time?		
For my not disturbing other students in class		
For doing my homework?		
For settling arguments that I get into?		
For my eating the right foods?		
For my being home on time?		
For cleaning my room?		
For taking care of my brothers and sisters?		

Does everybody have the same experiences?

How do people get to be responsible?

Write a definition for the term responsibility. Responsibility is_____

_____

_____

_____

Is responsibility something that we learn? Do adults teach us responsibility?

What responsibilities do you have now?

What responsibilities will you have in the future?

PERSONAL INVENTORY

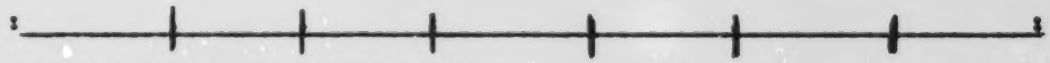
BACKGROUND: The present is the product of the past, and the future is the fantasy of the present. Achieving what we want in life is possible when:

(1) We assess where we are
(2) Understand where we are
(3) Propose where we want to be
(4) Decide how best to get there, and then
(5) Proceed

Each of us has a lifetime in which to accomplish what we set out to do. For the average person, the life span or the length of time a person is expected to live is 70 years. Of course, not everyone lives exactly 70 years. But it is a good estimate for the length of time for the average person's lifetime.

ACTIVITY: In the space below, the horizontal line is exactly 7 inches long. Find the dot at the left end of the line. Above the dot, write the date of your birth. Now find the dot at the right end of the line. Write the date for 70 years later than your birth date. The line now represents your life/time line.

Each of the sections of the line represents 10 years of your lifetime. Think of your age today. Locate the point on the line that represents where you are in your lifetime today. Place a dot at that point. Write today's date above it.



Look at the dots in your life/time line.
Is most of your life/time behind you or ahead of you?_____
Is the greater part of your life/time something you have to look back upon, or is it something you have to look forward to?_____
How much of your life/time line represents the present?_____

Think about the things you have done and the things htat have happened in your past.
Have you done some things that made you feel really good?_____
Have some things happened to make you really happy?_____
Do good feelings and happiness last?_____

Have you done somethings that made you feel bad?_____
Have some things happened to make you feel just awful?_____
Do bad feelings and sadness last?_____ _____

RESPONSIBILITY

Writing Skills

Directions----You will prepare a short essay about why you should be allowed to assume a responsibility that you would like to have. The topic may be humorous or realistic. In your writing you should tell why you feel that you're ready to assume this responsibility. You should also describe how you think you will behave once granted this responsibility. Upon completion of your writing, prepare yourself for a 5 minute talk. The following are some examples for topics--
(You may think of one on your own. Be Creative!)

Topic Examples

Why I Should Be Allowed to Eat Peanut Butter Every Day
Why I Should Be Allowed to Ride My Bike to School
Why I Should Be Allowed to Wear My Pajamas to School
Why I Should Have An Allowance of $20.00 a Week
Why I should Be Allowed to Decorate My Bedroom
Why I Should Be Allowed to Have A Pet
Why I Should Be the First Child Astronaut

The Responsibility I Would Like To Have

RESPONSIBILITY

YES I CAN READ!! I CAN READ FOR INFORMATION!! I CAN READ FOR MAIN IDEAS!!

Directions: Read carefully the following two paragraphs. Upon completion of your reading you want to compare the different situations.

Dan arrives to school on time. He decides what materials and assistance will be needed. Dan decides where he can get his work done with the least amount of interruption and distraction. He determines the task to be done and the deadline for turning it in. Dan allows extra time that might be needed in meeting the deadline.

Mark comes to school 15 minutes late everyday. He left his pencil in his locker and he does not have any paper. Mark did not hear the directions so he does not know what materials he needs to begin his work. When Mark enters the classroom he must search for his friend Robert. Mark finds Robert but does not immediately discuss the instructions that he missed by arriving late. When it is the appropriate time for the assignment to be turned in, Marks' work is incomplete and the portion of work that he has worked on is incorrect.

---

1. Which paragraph best describes responsibility? Paragraph 1 (Dan) or Paragraph 2 (Mark)
2. List characteristics representative of responsibility from the paragraph you selected.
3. List characteristics of responsibility that we discovered a student may have that you think you would need on a job.
4. Why do you think that you would need these characteristics of responsibility on a job?

RESPONSIBILITY

OTHER SITUATIONS THAT MAY REQUIRE OR INVOLVE RESPONSIBILITY:

SITUATION ONE----What happens when one player does not show up for a performance? What would happen if students exchanged instruments? (Every student tried a new instrument.)

SITUATION TWO----What happens if your teacher does not come to school and you do not have a substitute teacher.

SITUATION THREE--Can you think of a situation that would require responsibility?

IRRESPONSIBLE

Several weeks had passed since Dan had gotten his part-time job at Frank's TV Repair Shop. And he was STILL Herb's assistant. Dan had learned a lot from Herb, but he still wondered about Herbs attitude toward his job. "He's careless," Dan thought. "He misplaces tools and sometimes he doesn't seem to care whether he keeps the job or not. I wish Frank would start sending me out on repair jobs alone. I"m sure now that I could repair sets by myself."

Than one afternoon late in March, when Dan reported for work, Frank said to him, "Herb didn't show up for work today, Dan. I"m thinking about letting him go. I hate to, because he's a good workman. But he's too irresponsible. He didn't even bother to call and tell me that he wasn't coming to work today. And yesterday I had a call from a woman who complained about the dirt he'd tracked into her house."

Frank asked Dan if he had a driver's license. Dan shook his head. "Well," Frank said, "it doesn't matter. The calls I want you to make are right here in the neighborhood. Your first stop is 324 Bronson Avenue. The name is Schneider. Their set's broken."

"Schneider," Dan said to himself, as he left the shop carrying the large TV repair kit. "I"ll bet that's Ellen Schneider's house." It was and when Dan rang the doorbell, Ellen opened the door.

"Dan!" she exclaimed. "Come on in. I didn'g know you repaired TV sets."

"I got the job a few weeks ago, "Dan said, following Ellen into the living room. "I wanted to earn extra money so I could take the trip to Washington."

"Washington!" Ellen repeated. "That's what I'm getting ready for, or trying to. Look!" She pointed to a dress pattern and some new cloth that were spread out on the floor of the living room.

Answer each of these questions below with a complete sentence.

1. What was the address of the first stop that Frank wanted Dan to make?
2. What was Dan carrying when he left Frank's shop?
3. How long had Dan been working for Frank?
4. What had a woman complained to Frank about, when she'd called him the day before?
5. Who opened the door and let Dan into the Schneider home?
6. What did Ellen have spread out on the floor of the living room?
7. What were some of the things Herb did which made Dan wonder about his attitude toward his job?
8. What did Dan do, when Frank asked him if he had a driver's license?

IRRESPONSIBLE

The following words are taken from the story. Fill in the blank in each sentence below with the word that makes the sentence correct. There are two extra words.

license	pattern	neighborhood	kit
attitude	misplaces	irresponsible	complained
extra	broken		

1. When Frank asked Dan if he had a driver's _____, Dan shook his head.
2. Dan still wondered about Herb's_____toward his job.
3. Ellen pointed to a dress_____and some new cloth that were spread on the floor.
4. Frank was thinking about letting Herb go, because he felt that Herb was too _____.
5. A woman had _____to Frank about the dirt that Herb had tracked into her house.
6. The first stop that Frank wanted Dan to make was right in the _____.
7. Dan left the shop carrying a large TV repair _____.
8. Dan explained to Ellen that he wanted to earn some_____money so that he could take the trip to Washington.

IN YOUR OPINION:

Frank was thinking of firing Herb because he felt that Herb was too irresponsible. Now, in the spaces below list at least three ways in which you think Herb was irresponsible toward his job.

_____

_____

_____

_____

_____

EXTENSION ACTIVITIES:

*Chart---Class responsibilities may be assigned to each student in the class.

*Government---Class Council

*Autobiographies---Students write autobiographies in which they identify skills and abilities. Each autobiography should include at least ten abilities and ten responsibilities.

*Analyzing Games/Sports--
You may discuss the responsibilities of players in such games as baseball, football and basketball. Ideas to be considered in the discussion--What happens when a player does not fulfill his responsibility?

*Discussion Questions:

1. What are some of the tasks that your parents ask you to do?
2. How do you feel about your tasks?
3. Would you rather have more responsibility or less?
4. Which of your tasks did you choose for yourself?
5. How do you feel about the ones you chose for yourself?
6. Do you think you want to have a lot of responsibilities when you are an adult?
7. How can you practice taking responsibility now? At home? In school? On your job? (if you have one.)
8. What is the difference between somebody telling you what to do and you making up your own mind?
9. Are you able to make the right decision?
10. If you accept a task and you aren't able to complete it, who is the blame?
11. How do adults expect you to act when you accept responsibility?
12. How are responsibilities divided up in your house? Joint effort, rotation, assigned tasks, etc.
13. Why do some people have more responsibility in your school or home?
14. What are some responsibilities that you have in school or at home that you think would be expected or necessary on a job?

CAREER EDUCATION

LEARNING MODULE: SOCIAL RESPONSIBILITIES

SUBJECT: LANGUAGE ARTS

LEVEL: 8th GRADE SPECIAL EDUCATION

CAREER EDUCATION OBJECTIVES: 3 D.I. The student will be able to accurately complete an application.

PERFORMANCE OBJECTIVE: The student will accurately complete items 1-19 on the Hammond Public Schools Student Application Form for High School Admission.

BEHAVIORAL OBJECTIVES: The student will:

.read all of the words on items 1-19 of the application.

.verbally give information required on items 1-19 of the application

.accurately spell all of the information required on items 1-19 of the application

ACTIVITIES: Students will attempt to complete application with no assistance.

Students will complete study sheets in the following manner.

1. Students will read the words on tagboard to teacher.
2. Students will verbally give information required on study sheet to teacher.
3. Teacher or student will read words on study sheet and student will spell information required.
4. Students will independently complete applications.
5. Students will accurately complete applications.
6. Students will return to regular class to complete application to be turned into high school.

RESOURCES: Hammond Public Schools Student Application Form for High School Admission

Tagboard

Study Sheets

Progress Chart

(PLEASE PRINT) (PLEASE PRINT)

HAMMOND PUBLIC SCHOOLS
STUDENT APPLICATION FORM FOR HIGH SCHOOL

HIGH SCHOOL YOU ARE APPLYING TO:_____DATE_____

1. NAME_____
last first middle
2. STUDENT I. D. NUMBER_____SOCIAL SECURITY NUMBER_____
3. ADDRESS: STREET_____
4. CITY_____STATE_____ZIP_____
5. PHONE NUMBER_____

HAMMOND PUBLIC SCHOOLS
STUDENT APPLICATION FORM FOR HIGH SCHOOL

HIGH SCHOOL YOU ARE APPLYING TO_____DATE_____

1. NAME_____
last first middle
2. STUDENT I. D. NUMBER_____SOCIAL SECURITY NUMBER_____
3. ADDRESS: STREET_____
4. CITY_____STATE_____ZIP_____
5. PHONE NUMBER_____
6. DATE OF BIRTH_____AGE_____SEX_____
month day year
7. PLACE OF BIRTH_____
8. LAST SCHOOL ATTENDED_____
9. NUMBER OF DIFFERENT SCHOOLS YOU HAVE ATTENDED_____

(PLEASE PRINT) HAMMOND PUBLIC SCHOOLS (PLEASE PRINT)
STUDENT APPLICATION FORM FOR HIGH SCHOOL ADMISSION

HIGH SCHOOL YOU ARE APPLYING TO:_____ DATE_____

1. NAME_____
last first middle
2. STUDENT I. D. NUMBER_____ SOCIAL SECURITY NUMBER_____
3. ADDRESS: STREET_____
4. CITY_____ STATE_____ ZIP_____
5. PHONE NUMBER_____
6. DATE OF BIRTH_____, _____, _____ AGE_____ SEX_____
month day year
7. PLACE OF BIRTH_____
8. LAST SCHOOL ATTENDED_____
9. NUMBER OF DIFFERENT SCHOOLS YOU HAVE ATTENDED_____
10. FATHER'S NAME_____ LIVING ☐ YES ☐ NO
11. FATHER'S EMPLOYER_____ JOB_____
12. MOTHER'S NAME_____ LIVING ☐ YES ☐ NO
13. MOTHER'S EMPLOYER_____ JOB_____
14. STEPFATHER ☐ OR GUARDIAN ☐ NAME_____
15. EMPLOYER_____ JOB_____
16. STEPMOTHER ☐ OR GUARDIAN ☐ NAME_____
17. EMPLOYER_____ JOB_____
18. LIST FIRST AND LAST NAMES OF BROTHERS AND SISTERS NOW LIVING AT HOME: AGES:

_____ _____

_____ _____

_____ _____

19. OTHERS LIVING IN YOUR HOME RELATION TO YOU:

_____ _____

_____ _____

_____ _____

20. WRITE BELOW YOUR REASONS FOR COMING TO THIS SCHOOL:

_____

_____

_____

_____

_____

NAME										
										1-READ
										1-INFO
										1=SPELL
										1-COMPLETE
										2-READ
										2-INFO
										2-SPELL
										2-COMPLETE
										3=READ
										3-INFO
										3-SPELL
										3-COMPLETE
										4-READ
										4-INFO
										4-SPELL
										4-COMPLETE

4. PLANNING AND DECISION-MAKING

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT:	MULTI SUBJECT	MULTI LEVEL
CAREER EDUCATION OBJECTIVE:	The student will realize the need for following directions.	
PERFORMANCE OBJECTIVE:	The student will realize how easy it is not to follow directions.	
BEHAVIORAL OBJECTIVE:	The student will/will not follow directions.	
	The student that doesn't follow directions will feel silly.	
	The student that follows directions will feel gratified.	
ACTIVITIES:	Do the Aptitude - Speed Test	
	Do the worksheet	
	Discussion of the worksheet answers.	
RESOURCES:	Aptitude - Speed Test	
	Following Directions - Worksheet.	

S. Greer

APTITUDE - SPEED TEST

1. Read everything before doing anything and then work as quickly as possible.
2. Put your name in the upper right corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper left hand corner of the paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this test.
8. After the title, write "Yes, Yes, Yes."
9. Put an "X" in the lower left hand corner of this paper.
10. Put a circle around sentence number 7.
11. Draw a triangle around the "X" you put down in sentence number 9.
12. On the top margin of this paper, multiply 703 x 666.
13. Draw a rectangle around the word "paper" in sentence 4.
14. Stand up and call out your first name when you get to this point.
15. If you think you have followed directions carefully to this point, call out "I have."
16. On the reverse side of this paper add 8950 and 0850.
17. Put a circle around your answer. Put a square around the circle.
18. Stand up and count out loud from 10 to 1 backwards.
19. Draw a simple sketch of a bride-to-be on the reverse side of this paper.
20. If you are the first person to get this far, stand up and yell out, " I am the first person to get to this point and I am the leader in following directions."
21. Punch three holes in the top of this paper.
22. Underline all numbers written as figures, not words, in this test.
23. Put a square around every number which is written out in this test.
24. Stand up and say out loud, "I am nearly finished. I have followed directions."
25. Now that you have finished reading carefully, do only sentences 1 and 2. Say nothing and watch the fun.

FOLLOWING DIRECTIONS WORKSHEET

1. What would happen if a young child didn't follow directions and touched a hot stove?

2. What would happen if a bricklayer didn't follow directions in laying the foundation of a new building?

3. What would happen if a baseball player for example Reggie Jackson didn't follow the directions of his manager to hit away?

4. What would happen if a student didn't do what the teacher told them to do?

5. What would happen if the teacher didn't follow the insturction of the principal?

6. What are three examples of what happened when you didn't follow directions?

7. Can you think of any job that you could work where you don't have to follow directions.

8. Did you follow the directions given on the Aptitude - Speed Test?

9. If yes, how did you feel <u>when</u> those who didn't follow directions responded to the questions?

10. If no, how did you feel <u>doing</u> the test?

11. How did you feel when you found out what you had done wrong?

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: SOCIAL STUDIES

LEVEL: MULTI-LEVEL
GRADES 4-12

CAREER EDUCATION OBJECTIVES:

IIB-5 The student should realize the importance of planning.

III-11 The student should know when to ask for help in planning and/or working.

IV-4 The student should be able to identify goals in directing decisions.

PERFORMANCE OBJECTIVE:

The learner will recognize the various degrees of planning.

The learner will be able to give examples of goal-oriented behavior; to identify some rewards of planning; and develop an understanding of choices, resources and time involved in planning.

BEHAVIORAL OBJECTIVES:

The learner will:

.identify his/her degree of self-control(in relation to a teacher given continuum.)
.describe several ways to have control over one's life by setting goals and making plans.
.identify several goals for oneself
.describe how the goals were selected
.describe how he/she will achieve the goals he/she selected
.describe the personal, educational and material resources required to achieve tentative goals.
.estimate how much commitment is necessary to achieve one's goals
.weigh the rewards that might be gained
.describe the need for flexibility

ACTIVITIES:

Review of terms-goals-choices-risks.
Teacher presentation-board illustration-continuum-(degree of planning.)
Class sharing-identifying and deciding where they are on continuum.
General discussion-ways to have control over your own life by setting goals and making plans.
Identify goals for oneself (teacher assistance may be necessary for some students to establish goals they can almost certainly achieve.
Teacher led discussion-the problem that many people don't act on their goals or don't know what action to take.
Student feedback on the problem.
Teacher list specific examples of goals appropriate for children on board.
Students think and list all the ways they can achieve goals on board.
Students expand the list.
Students rank their choices.

S. Mathews

The teacher would draw the following continum on the board to illustrate the various degrees of planning.

Nothing in my life is planned.

I let others make plans for me.

Some things I plan, other things just happen.

I make plans with the help of others.

I plan everything in my life without the influence of others.

Structure questions for interviews:

DAILY PLANNING:

1. What are your goals for the day?
2. What do you do to meet those goals?
3. What do you need in order to carry out your plans for the day?
4. How do you determine whether or not those goals have been met?
5. What do you do if you have not met your daily goals?

PERSONNAL PLANNING:

1. When did you first decide you might be interested in a job like this?
2. What did you do to get the job?
3. What are your long range plans for yourself?

PLANNING WITH OTHERS:

1. Ho do your plans fit into the overall school plan?
2. How do you coordinate your plans with others?
3. What would happen to our school if you didn't follow through with your plans?
4. How do you depend on others to help you meet your goals?

A PLAN MODEL MAY LOOK LIKE THE FOLLOWING:

1. Determine the task to be done.
2. Determine deadlines.
3. Decide when it will be done.
4. Allow for extra time that might be needed.
5. Decide where it will be done with least interruption and distraction.
6. Decide what materials and assistance will be needed.
7. Gather all the necessary resources before beginning work.
8. Assess goal achievement and revise the process as necessary.

This lesson that I have prepared to incorporate and implement into my classroom in the future for reference to career education was based on a lesson included in "Bread and Butterflies." (A Curriculum Guide in Career Development: 1974 - pp. 80-88._

ACTIVITIES: (continued)

Group work (three students assigned to different work areas interview school employees to find out their job goals and role of planning in their daily work.)
Teacher distribution of questions to structure interviews.
Teacher arrangement-students sit in on conferences, meetings, installation of new equipment, implementation of new curriculum, parent's day luncheon, etc.
Students design and arrive at a formula to develop plans.
Teacher/student design a model formula to develop plans (teacher places on board.)

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: HOME ECONOMICS LEVEL: 7-8th GRADE

CAREER EDUCATION OBJECTIVES: IV-9 The student should be aware of information in decision-making process.

PERFORMANCE OBJECTIVE: Student will be able to make a choice of suitable foods and products by identifying information on the label.

Student will be able to recognize food selling techniques.

BEHAVIORAL OBJECTIVE: Student will choose no more than ten or less then three Problems (weighed values) in label identification and food selling techniques and be able to produce or identify a label corresponding to a problem and/or be able to identify in writing or orally, different food selling techniques.

ACTIVITIES: Student will:
-draw problems from container and check with teacher for their suitability for that particular student.

-will use label folders in classroom to identify labels.

-will check home food supply to identify labels.

-will visit supermarket to find labels and examples of food selling techniques.

RESOURCES: Dictionary of Additives

Label Folders

Home food supply

Supermarkets

T. V. Commercials

Eater's Digest, Consumer's Factbook of Food Additives

Peoples Pharmacy, Consumer's Guide To Drugs

J. Whitelaw

3 - Find one food other than a spice that costs more than $5.00 per pound.

2 - Find some cherry flavored food that contains no cherries.

2 - Find some food that contains TVP

2 - Find some food that is not enriched, fortified and contains no additivies.

1 - Find the main ingredient in the chocolate coating on ice cream bars.

1 - Find a food package with a picture on it that looks better than the contents of the package.

2 - Find two breakfast cereals that do not contain sugar.

2 - What company makes Jell-O and what company is its largest competitor in selling flavored gelatin?

3 - Find two packaged food items that do not list ingredients.

1 - Find an example of a tie-in display.

2 - Find five different foods that have water as the main ingredient.

1 - Find one example of the lowest shelf space given to organic foods.

2 - Find a food that contains real chocolate--baking chocolate--chocolate chips--candy or syrup are not allowed.

1 - Find a maple syrup that contains maple syrup.

1 - Find one merchandising technique used to encourage shoppers to stay in the store longer.

2 - Find the brand of peanut butter with the fewest additives.

1 - Find a candy display aimed at small kids.

1 - Find one example of prime shelf space given to luxury items.

1 - Find an example of multiple pricing.

2 - Find a bread that is not made with enriched flour and contains no additives.

1 - Find a main dish with water as a main ingredient.

2 - Find the best brand of frozen fruit pies.

3 - Find a food containing Hydrolyzed Vegetable Protein. (HVP)

2 - Find the soup that gives the most food per dollar.

2 - Find the best brand of corned beef hash.

3 - Find the product with an ingredient list the most like non-dairy creamer.

2 - Find the brand of hot dogs with the worst ingredient list.

1 - Identify the chemical used to give hot dogs a pinkish color.

3 - Translate into plain English the ingredient list on TOP OF cleaning fluid.

2 - Find a pickle that has no chemical additives.

2 - Find an ingredient list that has the three following empty calories; sugar, enriched flour, hydrogenated fat.

DICTIONARY OF COMMON FOOD ADDITIVES

ASCORBIC ACID — Another name for Vitamin "C". A food that has vitamin "C" added is not necessarily nutritious. It also helps keep some foods fresh and keeps fresh cut fruit from turning brown. It is also very cheap.

BHA & BHT — Abbreviations for Butylated Hydroxanisoke (BHA) and Butylated Hydroxtoluenes (BHT.) Preservatives often used to prevent oil from turning rancid. They are not the most effective preservatives and some tests have raised questions about their effect on health. They are best avoided since they do not in any way contribute to health or nutrition. Many oil products stay fresh without the use of BHA or BHT.

CALCIUM CARBONATE — Better known as chalk.

CALCIUM PROPIONATE — See PROPIONIC ACID.

CALCIUM SULFATE — A white, orderless, tasteless powder used as a thickening agent. Also used in beer, wine, and baked goods as a yeast food. Used in cheese, artifically sweetened fruit, jelly, some canned vegetables, some cottage cheese. It is also known as plaster of Paris and is used in cement and wall plaster as well as in some insecticides.

CARRAGEN — A carbohydrate made from seaweed and named after the city of Carraghees, Ireland. It is used as a thickener to give body to ice cream, jelly, sour cream, syrup, whipped toppings and other foods. It is in some ways similar to gelatin but is a plant rather than animal product. Some experiments have indicated it might have some relation to ulcers, others have suggested it be avoided completely in baby foods.

CITRIC ACID — An ingredient found naturally in citrus fruits, especially lemons. It gives a tart taste to foods and is also used to prevent spoiling. Fifty million pounds of citric acid is used each year in the United States.

SODIUM CITRATE — Is a part of Citric Acid and is used as a buffering agent to control the amount of acidity in some foods.

CORN SWEETENER — See CORN SYRUP

CORN SYRUP — The same or similar to corn sugar (DEXTROSE,) corn sweetener and glucose. According to EATER'S DIGEST, corn syrup is "a sweet, thick solution made by digesting cornstarch with acids or enzymes." It is used both to sweeten and thicken. In candy it slows the crystalization of sugar and keeps moisture in cakes, cookies, and whipped foods. Corn syrup is clear, ordorless and nearly tasteless.

CORN SYRUP SOLIDS — Dried CORN SYRUP.

DEXTROSE — See CORN SYRUP.

DIPOTASSIUM PHOSPHATE — Used to control the degree of acidity of foods that should be kept cold but not frozen solid. It is also used in non-dairy creamers and cheese.

FOOD STARCH — See MODIFIED FOOD STARCH.

GLUCOSE — See PROPYLENE GLYCOL

GUAR GUM — Made from a plant grown in the United States chiefly to feed cattle. It is a stabilizer used as a thickener in beverages, ice cream, puddings, baked goods and salad dressings.

GUM ARABIC — When the acacia tree is cut or wounded a substance oozes out to protect the bark - that substance is called Gum Arabic. In 1970 the U.S. imported 29 million pounds of it mainly from Africa and Arabic lands. It is used to thicken; it gives a smooth texture and good mouth feel to ice cream and other products. It also prevents sugar crystals from forming in candy, helps citris oil stay dissolved in drinks, keeps flavor oils in powdered drink mixes and stabilized the foam in beer.

HYDROLYZED VEGETABLE PROTEIN — Is used most often as a flavor enhancer, it is usually made by chemically treating soybean protein to break it down to amono acids.

ISOLATED SOY FLOUR — See TEXTURED VEGETABLE PROTEIN.

LACTIC ACID — Is found naturally in many foods. It adds tartness to frozen desserts, fruit drinks and other foods. A salt of Lactic Acid CALCIUM LACTATE, prevents fruits and vegetables from discoloring and improves dried and condensed milk.

LACTOSE — Milk sugar is a natural ingredient in milk. When bacteria changes the lactose in milk to lactic acid the milk has soured. Lactose is a carbohydrate used in whipped toppings, pastry products and other foods. It is about one-sixth as sweet as sugar.

LECITHIN — Is a part of most plants and animals and a good diet should contain about one ounce a week as it dissolves cholesterol in the bloodstream and keeps it from being deposited in the blood vessels and causing hardening of the arteries. It is made from soybeans and is cheap since it is considered a waste product. It is an anti-oxident, this means it slows down spoiling. It is less effective but probably safer than other anti-oxidants such as BHA or BHT and PROPYL GALLATE. In some foods lecithin is an emulsifier and helps the mixing of oil (or fat) and water.

MALTOL — A powder made from tree bark, pine needles, chicory or roasted malt. It gives an imitation "freshly baked," flavor to baked goods. It is also used as a flavoring agent to help produce imitation coffee, fruit, nut, and vanilla flavors.

MODIFIED FOOD STARCHES — Starch is a carbohydrate and a natural part of foods such as flour, potatoes and corn. It is cheap and has the ability to asorb large amounts of water; therefore, it is often used to thicken foods such as soup or gravy. Food starch (usually made from cornstarch) is modified so it keeps a smooth texture, does not harden, etc.

MONO and DIGLYCERIDES
Are present in many foods naturally and make about 1% of normal food fat. They are safe and wholesome. They are used to make bread softer, prevent spoiling, make cake fluffier, prevent/ decrease the stickeness of caramel, prevent the oil in peanut butter from separating out and much more.

MONOSODIUM GLUTAMATE (MSG)
Brings out the flavor in products with protein. It is used in soups, meat, seafood, poultry, cheese and sauces. In chili it can be used to make the chili taste like it has more meat. It is sold by itself under the brand name of "ACCENT."

PECTIN — Is a carbohydrate found in many fruits and vegetables. When fruit ripens, the pectin in it breaks down and causes the fruit to become soft. It is a jelling agent and is used to thicken barbecue sauce, frosting and yogurt.

POLYSORBATE 60 — Is an emulsifier - it helps keep oil mixed in water. In candy, ice cream and beverages it helps keep flavor oils dissolved.

PROPIONIC ACID — Is found naturally in some foods, especially Swiss cheese. It is a source of nutrition and one of the safest of all food additives. One common use is to prevent the growth of mold on baked goods. It can be listed as either CALCIUM PROPIONATE OR SODIUM PROPIONATE.

PROPYL GALLATE — Slows down the tendency of oils and fats to turn rancid. It has not been adequately tested, often serves no useful purpose in foods and should be avoided whenever possible. Is often used with the also-to-be-avoided BHA and BHT.

PROPYLENE GLYCOL — Helps maintain moisture and a nice texture to foods such as baked goods, candy and icings, shredded coconut and pet foods. Other related additives that serve similar purposes are PROPLENE GLYDOL, MONOSTEARATE, GLYCEROL AND SORBITOL.

SODIUM CASEINATE — White odorless powder made from dried milk. It is used to help the texture of ice cream (cheaper than cream) and other frozen desserts. Casein is milk solids, liquid is whey.

SODIUM CITRATE — See CITRIC ACID

SODIUM NITRATE AND SODIUM NITRITE
Gives the pink color to hot dogs, ham, lunch meat, bacon and other meats. It also helps prevent the bacteria that causes botulism. It stands as one of the most dangerous food additives and should be avoided whenever possibe. Argument about their value and safety has gone on for many years.

SODIUM PROPIONATE — See PROPIONIC ACID.

SORBITOL — Is about 60% as sweet as sugar and is most often used to give sweetness and keep the proper moisture levels.

TEXTURES SOY PROTEIN OR TEXTURED SOY FLOUR
See TEXTURED VEGETABLE PROTEIN.

TEXTURED VEGETABLE PROTEIN

Protein can be taken from soybeans and used as a nutritious ingredient in food. It can also be "textured," and made into almost any shape desired. TVP can be flavored and become imitation meat. It can be used as a hamburger extender or a meat substitute. It is nearly flavorless, colorless and odorless and is quickly becoming the building block for many imitation foods of the future. TVP in itself is nutritious but is usually found in combination with dozens of other additives. The price of such substitute food is often based not on the relatively inexpensive TVP, but on the price of the food being imitated.

VITAMIN "C" See ASCORBIC ACID.

WHEY After the milk solids (*CASIEN) have been removed, the remaining liquid is called whey.

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: CLOTHING LEVEL: 7-8th GRADES

CAREER EDUCATION OBJECTIVE: IIB-5 The student will realize the importance of planning, budgeting and being an informed responsible consumer.

PERFORMANCE OBJECTIVE: The student will be able to choose a school wardrobe based on budget limitations and care and content information.

BEHAVIORAL OBJECTIVE: Given a catalogue, a personal size chart, and budget limitation, the student will be able to:

1. choose a suitable school wardrobe
2. fill in an order blank
3. calculate cost of clothing, shipping weights and costs for total cost

ACTIVITIES: The student will:

1. use a catalogue, his/her size chart and content and finish information in the catalogue to choose a suitable school wardrobe, within the budgetary limitations.
2. properly fill in an order form for these items.
3. calculate shipping weights and costs to figure final total.

RESOURCES:

Sears-Roebuck catalogue

Montgomery Ward catalogue

J. C. Penny catalogue

Personal size chart

Fabric and finish information in catalogues

J. Whitelaw

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: MATH

LEVEL: 7th GRADE SPECIAL EDUCATION

CAREER EDUCATION OBJECTIVE: IIB-2 The student should understand the basic concepts of and relationships among money (checking and savings account) interest, banking price and income.

PERFORMANCE OBJECTIVE: The student will realize the importance of planning, budgeting and being an informed, responsible consumer.

BEHAVIORAL OBJECTIVE: The student will:

.verbally give information listed on a blank check and savings account form.

.accurately write-out the items on a blank check or savings account form.

ACTIVITIES:

General discussion of writing checks and balancing savings account.

General discussion of the importance of checking and savings account.

Distribution of worksheets

Things checks tell

Rules for writing checks

Practice writing checks in figures and in words

Complete checkbook ledger

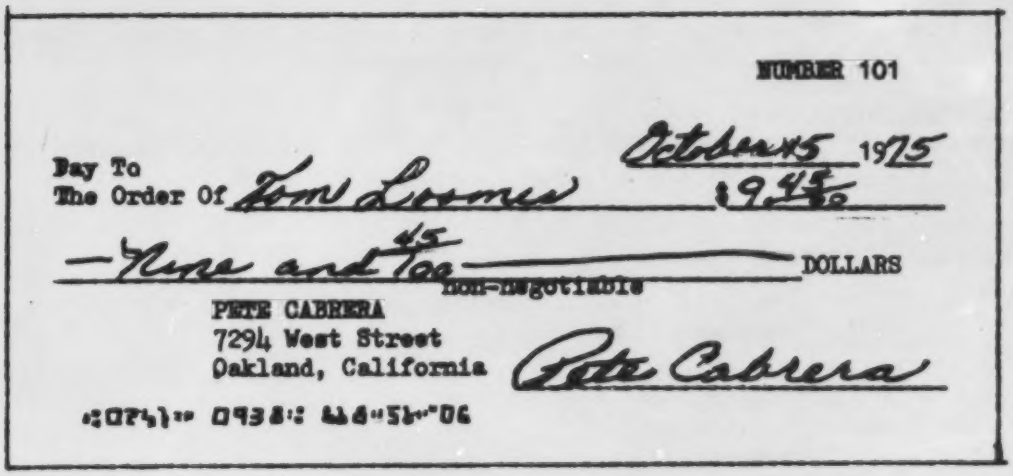
RESOURCES:

Teacher information - math workbook

Teacher prepared worksheets

A. Harris

Pete bought a clock from Tom Loomis. Here is the check Pete wrote to pay for the clock.



NUMBER 101

October 15 1975

Pay To
The Order Of Tom Loomis $9.45

Nine and 45/100 DOLLARS

non-negotiable

PETE CABRERA
7294 West Street
Oakland, California Pete Cabrera

⑆0741⑆ 0938⑆ 446"51⑈06

Here are the things this check tells.

The name of the bank where Pete has his checking account.

Pete's name and address. This shows that the check is one of Pete's checks.

The number of the check. The checks are numbered in order, so the next check Pete writes will be Number 102.

The date. Pete wrote this check on October 15.

The name of the person Pete made the check out to. Tom Loomis will cash this check to get his money.

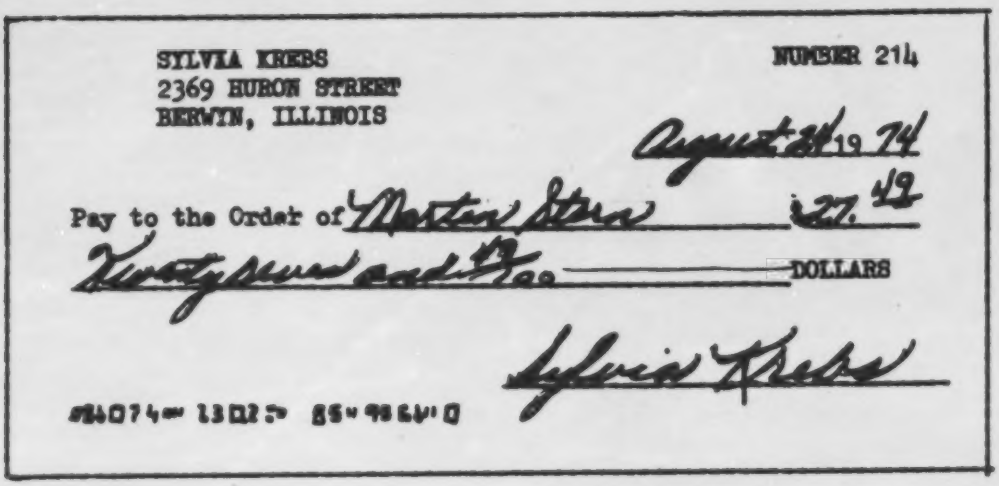
The amount of the check written in numbers. Pete wrote this check for $9.45

The amount of the check spelled out in words.

Pete's signature. Pete must sign his name on the check before his bank will cash it and pay Tom Loomis.

Pete's account number.

Here is another check. Study it carefully.
Then answer the questions below.



SYLVIA KREBS
2369 HURON STREET
BERWYN, ILLINOIS

NUMBER 214

August 24 19 74

Pay to the Order of Morton Store $27.49

Twenty seven and 49/100 DOLLARS

Sylvia Krebs

⑈0074⑈ 1302⑆ 85⑈9864⑈0

1. Who wrote this check?_____.
2. At what bank does Sylvia Krebs have her checking account?_____
_____.
3. Where does Sylvia Krebs live?_____.
4. To whom did Sylvia Krebs make out this check?_____
_____.
5. What is the number of this check?_____.
6. On what date was this check written?_____.
7. What is the amount of this check?_____.
8. In how many places on the check is the amount shown?_____.

When Pete opened his checking account, the bank gave him a list of rules for writing checks. These rules showed him the correct way to write checks.

RULES FOR WRITING CHECKS

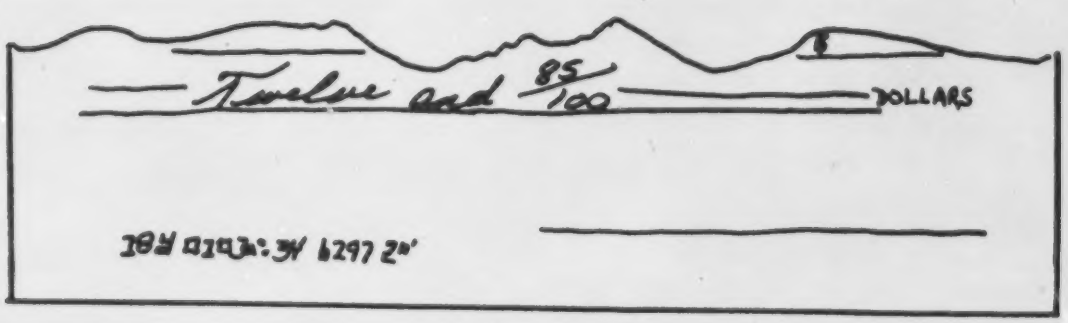
1. Always use a pen to write a check. NEVER write a check with a pencil.
2. NEVER change figures on a check. If you make a mistake tear up the check and write a new one.
3. Fill all blank spaces on the check with words, numbers, or lines.
4. Be sure to use the correct date.
5. NEVER write a check for an amount greater than the balance in your checking account.
6. If a check is lost or stolen, ask the bank to stop payment on it.

Pete also learned how to write the amount on the check both in figures and in words.

$12.85 $12.85

On the next line, write the amount of dollars in words.

Then write "and." Then write the amount of cents in hundredths.



The amount of the next check Pete wrote was $9.67

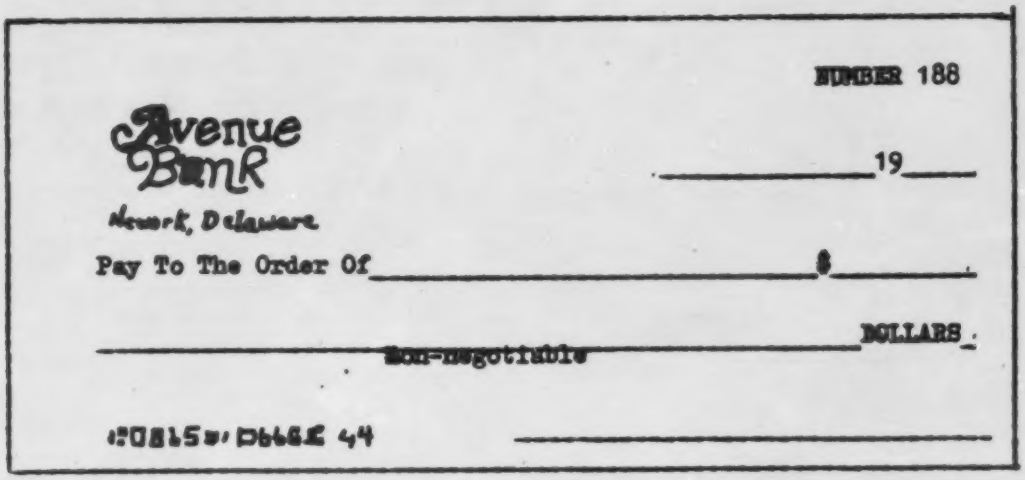
$ 9.67

Nine and 67/100 DOLLARS

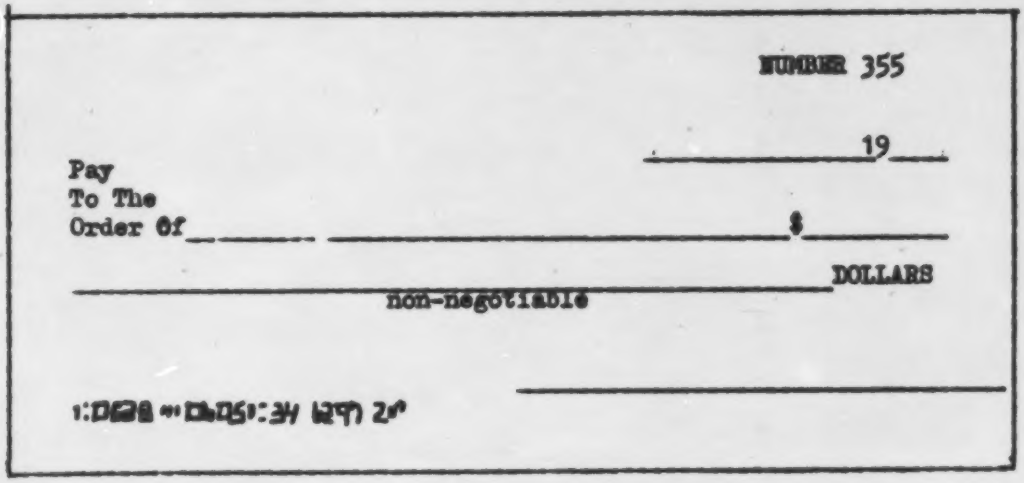
Practice writing these amounts for checks in figures and in words.

1.	$ 8.52	$_____	_____ DOLLARS
2.	$ 5.69	$_____	_____ DOLLARS
3.	$ 7.80	$_____	_____ DOLLARS
4.	$ 16.97	$_____	_____ DOLLARS
5.	$ 10.22	$_____	_____ DOLLARS
6.	$ 9.51	$_____	_____ DOLLARS
7.	$ 20.82	$_____	_____ DOLLARS
8.	$ 13.63	$_____	_____ DOLLARS
9.	$ 25.12	$_____	_____ DOLLARS
10.	$ 12.39	$_____	_____ DOLLARS
11.	$ 31.40	$_____	_____ DOLLARS
12.	$ 22.33	$_____	_____ DOLLARS
13.	$ 4.10	$_____	_____ DOLLARS
14.	$ 19.18	$_____	_____ DOLLARS
15.	$ 29.95	$_____	_____ DOLLARS

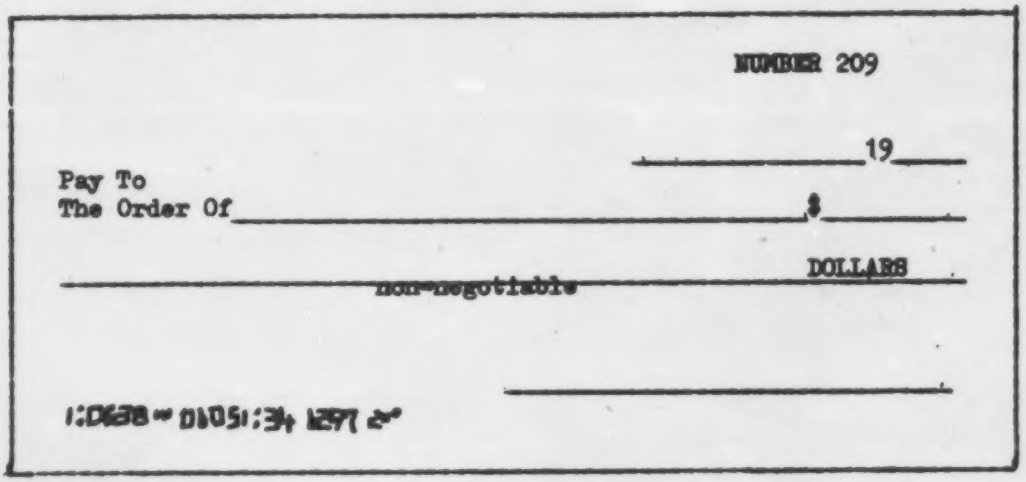
2. To Kaplan's Electronics for $16.59



3. To Entropy Power Company for $9.07



4. To Noyes Music Shop for $17.00.



129.

Pete bought a shirt at the R & S Men's Store. He wrote this check to pay for the shirt.

NUMBER 103

October 20 1975

Pay To
The Order Of R. & S. Men's Store $8.43

— Eight and 43/100 DOLLARS

Non-negotiable

PETE CABRERA
7294 West Street
Oakland, California

Pete Cabrera

⑆07⑆⑆ ⑆938⑆ 648-51-06

Study the check that Pete wrote. Then make out the checks on this page and the next for the amounts shown. Use today's date and your own signature.

1. To Jennifer Shikamura for $32.28.

NUMBER 144

_____ 19____

Pay to
The Order Of _____ $_____

_____ DOLLARS

Non-negotiable

_____

⑆0845⑆ ⑆116⑆ 49 318⑆ 08

Pete's neighbor, Greg Bolani, also had a savings account at the Fifth National Bank. Here are the entries for his account for two months.

DATE	ENTRY	AMOUNT	DATE	ENTRY	AMOUNT
Sept. 6	Deposit	$ 38.50	Oct. 3	Deposit	$ 17.39
Sept. 12	Deposit	$ 24.12	Oct. 10	Deposit	$ 8.15
Sept. 15		$ 15.25	Oct. 17		$ 11.00
Sept. 19	Deposit	$ 21.48	Oct. 24	Deposit	$ 12.04
Sept. 21		$ 9.75	Oct. 24	Interest	$ .29
Sept. 26	Deposit	$ 6.56	Oct. 31	Deposit	$ 9.41

Write each entry in the correct column of Mr. Bolani's passbook. Remember to figure the new balance after each entry.

DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE
Sept. 6		$38.50		$38.50

On October 31, what was Mr. Bolani's balance?_____

When Pete opened his savings accout, the bank gave him a passbook. The passbook showed how much money Pete had in his account. Each time he put money into his account, the bank teller recorded the deposit in Pete's passbook. Sometimes Pete took some money out of his account. This is called making a withdrawal. Each time Pete made a withdrawal, the teller recorded it in his passbook.

DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE
Sept. 4		$ 25.00		$ 25.00
Sept. 11		$ 8.30		$ 33.30
Sept. 19		$ 10.50		$ 43.80
Sept. 22	$ 5.00			$ 38.80
Sept. 27		$ 7.75	.19	$ 46.74
Oct. 2		$ 4.45		$ 51.19
Oct. 5	$ 9.75			$ 41.44

Here is how Pete's passbook looked after one month.

Study it carefully. Then answer these questions.

1. How much money did Pete have in his account after making his second deposit?_____
2. On September 19, what was Pete's balance?_____
3. How much did Pete withdraw altogether from his account?_____
4. What would Pete's balance have been if he had not made the two withdrawals?_____.
5. How much interest did Pete earn on his savings?_____.

Complete this checkbook ledger. Figure the Balance Brought Forward for each check written and each deposit made. Remember to SUBTRACT checks and ADD deposits.

CHECK NUMBER	DATE	CHECKS WRITTEN or DEPOSITS MADE	AMOUNT	BALANCE BROUGHT FORWARD DOLLARS	CENTS
—	8/30	—	—	$ 78	56
201	9/1	Mayo Dept Store-pullover	$ 6.40		
202	9/4	Lantern Power Co electric bill	$12.93		
203	9/7	Sundial Jewelers watch repair	$ 7.35		
—	9/9	deposit	$45.00		
204	9/11	Cornucopia Market-groceries	$24.51		
205	9/13	Milky Way Dairy-shakes	$ 14.00		
206	9/13	Wisp Cleaners-dry cleaning	$ 6.75		
—	9/17	deposit	$38.50		
207	9/19	Cornucopia Market-groceries	$36.24		
208	9/24	Angie's Letter Service-rental	$ 8.44		
—	9/25	deposit	$25.00		
209	9/28	Express Yesterday Dry-printing	$ 19.72		
210	10/2	Pure Circulation-magazine	$ 5.07		
211	10/4	Midnight Auto Supply-Boy's coat	$ 11.98		
212	10/12	Crab Grove Pharmacy-writing	$ 7.81		

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: LANGUAGE ARTS LEVEL: 7-8

CAREER EDUCATION OBJECTIVES: IIA-1 The student should know how to use library resources for career information.

IV-7 The student should develop a tentative career plan.

PERFORMANCE OBJECTIVES: The students will use the media center, the counseling department, the career education resource persons, and any other available and pertinent resources in a project which consists of:

a. Choosing three occupations which interest them.

b. Describing these occupations.

c. Describing qualifications for these occupations.

d. Determining what type of schooling is necessary for these occupations.

BEHAVIORAL OBJECTIVES: The student will:

.be able to use the resource center

.be able to consult with resource persons

.write a logical, well-organized report

.share information with class

ACTIVITIES: Class discussion on occupations with students sharing their ideas on what occupations they might choose for their reports.

Submit to teacher, list of three jobs to be reported on.

Lesson on library use (review only.)

Visits to resource center.

Visits to counselor.

Visits to career education center.

Write report on each of three occupations.

Share reports with class.

RESOURCES: Resource center

Counseling Department

Career Education Resource Center

L. Leitch

AN EXAMPLE OF MULTIDISCIPLINE
CAREER EDUCATION LEARNING MODULE

PLANNING A VACATION

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INTRODUCTION

The following six week unit is designed to be used with seventh and eighth grade students. This unit is composed of four integrated teaching units in Language Arts, Reading, Social Studies, and Math.

Each student will be working individually to complete the unit. General instructions will be given by each subject area teacher in order for students to complete the activities. The individual activities will be graded by the subject area teacher responsible for the activity. Teachers will take into consideration the individual differences among students. Students will be allowed to work at their individual pace. The progress of the students on the activities will be discussed by the teachers at community meetings. Some students may be required to do more involved activities and others less complicated activities. Students will be given a copy of the Student Record Sheet to keep in a folder for the entire unit. The teachers will complete the record sheet for each student as the activities are completed.

Initially students will be told they are going to spend part of the next six weeks planning a vacation. They will plan a seven day vacation for two people. The budget for the vacation will be $1,000. This information will be given during an extended homeroom or during a student community meeting.

Throughout the unit students will be required to make several decisions. Each sutdent will be responsible for making his/her own decision. The activities are designed so that students will obtain the necessary information they need in order to make these decisions.

Those students who attend Special Education classes for any of the four subject areas will complete the activities in the Special Education class. The Special Education teacher will be responsible for grading the student for the activities.

The unit was designed to be used the last six week grading period. This was felt to be the most appropriate time, as students will be anxiously awaiting the summer vacation. A letter to the parents of each student will be sent home at the beginning of the six weeks. The letter will explain the unit to the parents. Parents will be encouraged to allow their child to plan the family vacation if there is one anticipated for the summer. If any adjustments need to be made in the restrictions (7 days, 3 people, $1,000,) parents will be asked to call or send a note with the necessary information.

At the end of each activity it will be the subject area teacher's responsibility to provide an opportunity for student evaluation. Each student will complete the evaluation form for the entire unit that is included in the packet at the end of the activities.

C. Ralston

ORGANIZATION OF ACTIVITIES IN THIS UNIT

NUMBER	ACTIVITY:	SUBJECT AREA:
I	Writing letters of request to three state bureaus of tourism for travel brochures.	Language Arts
II	Selection of destination (based on study and discussion of travel information.)	Reading
III	Location of city with use of appropriate maps.	Social Studies
IV	Planning a driving route to the selected destination.	Social Studies
V	Computation of driving mileage involved.	Social Studies
VI	Computation of cost of driving the route by car.	Mathematics
VII	Computation of time involved in driving the route.	Mathematics
VIII	In-class speaker (travel agent) to provide information regarding cost and time factors involved in alternate modes of transportation.	Reading
IX	Application of organizational skills in construction of information chart using data collected during speaker's visit.	Language Arts
X	Use of chart created in language arts class in order to determine most appealing and practical form of transportation when allowing for time and money required.	Mathematics
XI	Selection of sites for stops along the way for such reasons as food, lodging, and sightseeing.	Social Studies
XII	Writing letters to the specific city chambers of commerce for information concerning the city.	Language Arts
XIII	Study of road signs and the information they contain.	Reading
XIV	Faced with the hypothetical loss of cash, total cost of a loan to finance the trip is calculated. (Concepts of installments, percents, etc.	Mathematics
XV	Oral reporting to class of information regarding specific portions of student findings. (Destination and information about it.)	Social Studies

C.K.

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: READING LEVEL: GRADE 7-8

CAREER EDUCATION OBJECTIVES: IV-1 The student should be aware that one makes decisions daily.

PERFORMANCE OBJECTIVE:

Each student will bring at least three travel brochures to class. The brochures will have been procured via students' letters of request in their language arts classes.

Students will mark their brochures for identification, then pass them around for all class members to read.

Class discussion and making of a class notebook will follow each students' selection of one of his/her favorite borchures and brief explanation to class stating reasons for the choice.

Students will choose trip destination.

BEHAVIOR OBJECTIVES:

The student will:

.bring brochures to class

.read his/her own and other brochures

.take part in an oral exercise wherein the student states basis for brochure selection

.take part in a class discussion

.assist in making a class notebook

ACTIVITIES:

Read brochures

Discussion among students

Oral presentations

Assembly of class notebook

RESOURCES:

Travel brochures

Construction paper

Scissors

C. Kimmons

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: LANGUAGE ARTS LEVEL: 8th GRADE

CAREER EDUCATION OBJECTIVE: III B-5 The student will recognize and follow appropriate channels of communication.

BEHAVIORAL OBJECTIVE: The student will be able to utilize his/her knowledge of language and communication with outside experiences other than his/her own environment.

ACTIVITIES:

1. Students will attempt to organize some ways of communication with each other.
2. Students will work on different kinds of communication skills.
3. Students will write a brief summary about their vacation.
4. There will be oral conversation about trips; planning, states, how, travel, etc. All things that were needed to make this vacation possible will be discussed.

RESOURCES:

Study sheets

Notebook paper

Books on How to Best Prepare For A Trip (sign out from the library.

H. King

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: MATHEMATICS LEVEL: 8

CAREER EDUCATION OBJECTIVES: IV-1, 3, 8

The student should:

1. be aware that one makes decisions daily.
2. understand the decision-making process.
3. be aware of values in decision-making process.

PERFORMANCE OBJECTIVES:

The student should be able to compare amounts of money and time.

BEHAVIORAL OBJECTIVES:

The student will:

1. use collected data about the cost and time of bus, train, and plane transportation from his Language Arts class to compare it with data involving the cost and time of car transportation calculated in his mathematics class.
2. become acquainted through group discussion of the steps of the decision-making process (stating a problem, considering alternate solutions, considering possible values or interests that may help determine a solution, choosing a solution, putting the solution into effect, evaluating the solution.
3. analyze that data and consider his interest to decide on his choice of travel.

ACTIVITIES:

The students will:

1. record the data calculated in math class about the cost and time of car travel on the summary sheet from Language Arts about the cost and time of train, plane, and bus transportation.
2. be given a problem situation so that they may discuss possible alternative solutions, interests or values, the importance of trying to select the best solution, putting the solution into effect, and evaluating the solution. Students should become aware that others may choose different solutions depending upon the amount of information or solution available to them and their interests or values.
3. On a worksheet, each student will analyze the transportation data and indicate his choice.

RESOURCES:

1. Data sheets collected in Language Arts.
2. Data calculated in Math class concerning cost/time of car transportation.
3. Worksheet involving analytical questions and space for a decision was made.

D. Matuska

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: SOCIAL STUDIES LEVEL: GRADE 7-8

CAREER EDUCATION OBJECTIVE: II C 9 The student will be able to read, compute and follow directions.

PERFORMANCE OBJECTIVE: The student will plan the driving route to the vacation site.

BEHAVIORAL OBJECTIVE: The student using only major highways will find and trace on a map 2 routes that could be taken to reach the vacation site. The student will select which is the best route.

ACTIVITIES: Studying the road map for routes leading to the vacation site.

Worksheet on map legends - paved roads, unpaved roads, toll roads, interstates.

Selection of the best route to the vacation site.

RESOURCES: Service station road map.

Worksheet on map legends (highway markings.)

S. Greer

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: SOCIAL STUDIES LEVEL: GRADE 7-8

CAREER EDUCATION OBJECTIVE: II C 10 The student will be able to understand map legends and basic mileage scales.

PERFORMANCE OBJECTIVE: The student will find on a United States map where he/she is going on the vacation.

BEHAVIORAL OBJECTIVES:

The student will locate the vacation site using a textbook map of the United States.

Using a state outline boundary line map of the United States, the student will label the vacation site.

Using a service station map the student will locate a vacation site.

ACTIVITIES:

Distribution of textbook Building The American Nation.

Distribution of United States outline boundary line map.

Distribution of service station road map.

RESOURCES:

Textbook - Building The American Nation.

U. S. outline boundary line map.

Service station map.

S. Greer

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: MATHEMATICS LEVEL: 8

CAREER EDUCATION OBJECTIVE: III D-6 The student should be able to compute the cost of working (travel.)

PERFORMANCE OBJECTIVE: The student will accurately determine the average cost of gasoline for a trip.

BEHAVIORAL OBJECTIVES: Having previously determined the number of miles to the city of his choice in a Social Studies class, the student will:

1. calculate the distance to and from the city.
2. discuss and understand what is meant by average miles per gallon.
3. using the average figure of 17 miles per gallon the student will divide his total number of miles (to and from) by 17, to determine the approximate number of gallons of gasoline required for his trip.
4. multiply his approximate number of gallons by $.72 which is an average cost for a gallon of gasoline.

ACTIVITIES: Group discussion and development of the important use of approximate numbers, especially the average miles per gallon of various cars.

Worksheet for problems covered in Behavioral Objectives 1, 3, & 4.

RESOURCES: Holt School Mathematics Program, Books 7 & 8

Worksheets

D. Matuska

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: SOCIAL STUDIES LEVEL: GRADES 7-8

CAREER EDUCATION OBJECTIVE: II C 8 The student will be willing to learn new knowledge and skills.

PERFORMANCE OBJECTIVE: The student will find the distance to the vacation site.

BEHAVIORAL OBJECTIVE: The student will determine the distance to the vacation site by using the map scale.

ACTIVITIES:

Map worksheet on using map scales.

Computing mileage using a scale of mileage on a service station road map.

Checking the mileage using a map that provides mileage distances along the roadways.

RESOURCES:

Map scale worksheet

Ruler

Service station road map

Map that has mileage distances along the routes

Map that provides a chart of mileage

S. Greer

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: READING LEVEL: GRADES 7-8

CAREER EDUCATION OBJECTIVE: The student should be able to identify helping persons or agencies for purposes of decision-making.

PERFORMANCE OBJECTIVE: (IV-15.) Students will have the opportunity to hear and see a travel agent who will explain his duties on the job, present information, and answer student questions.

BEHAVIORAL OBJECTIVES: The student will:

.practice interviewing skills

.prepare a list of questions

.attend a presentation by a travel agent

.participate in a question/answer period

.collect needed information

.assist in preparation of appropriate thank-you

ACTIVITIES:

Practice interviews

Preparation of questions

Presentation

Question/answer period

Collection of data

Group thank-you to presenter

RESOURCES:

Resource person - travel agent

Slides

Projector and screen

Microphone

Maps

C. Kimmons

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: MATHEMATICS LEVEL: 8

CAREER EDUCATION OBJECTIVES: III D 4 & 5

The student should:

1. be able to plan a schedule to arrive and leave work on time.
2. identify means of getting to and from work on time.

PERFORMANCE OBJECTIVE:

Given the rate of speed and a specified distance, the student will accurately determine the time.

BEHAVIORAL OBJECTIVES:

The students will:

1. learn and accurately use the formula:
   $D = R \times T$ and its variant,
   $T = \frac{D}{R}$.
2. find the average time in hours to the city of his/her choice and knowing the mileage to it; when given the average rate of 45 miles per hour and the formula $T = \frac{D}{R}$.
3. discuss and compare various means of public transportation with driving one's own car.

ACTIVITIES:

1. Group discussion and development of the formula $D = R \times T$ and its variant $T = \frac{D}{R}$.
2. The student will solve several problems from his textbook.
3. Worksheet to solve the individual problems as covered in Behavioral Objective 2.
4. View and discuss films: "Buses," "Airplane Trip By Jet," and "The Passenger Trains."
5. The students will discuss and compare the various means of public transportation with using one's own car, noting the advantages and disadvantages of each.

RESOURCES:

Holt School Mathematics Program - Books 7 & 8

Worksheet

Films: "Buses." (Elkins Co.)
"Airplane Trips By Jet and "The Passenger Trains," both from Encyclopaedia Britannica.

D. Matuska

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: MATHEMATICS LEVEL: 8

CAREER EDUCATION OBJECTIVES: II B 1

IV-14

The student should:

1. understand the basic concepts of and relationships among money, interest, banking price, (wages, income, and taxes.)
2. be aware that plans may change due to circumstances.

PERFORMANCE OBJECTIVE:

Given an amount of principle, interest rate, and time, the student will accurately calculate the amount of interest and payments to a bank.

BEHAVIORAL OBJECTIVES:

Given a problem situation; i.e., lost money and leading the student to a possible solution; i.e., borrowing money from the bank so that his trip can be completed, he will figure accurately the interest and monthly payment on a $1,000 loan at 7% for one year.

ACTIVITIES:

1. Group discussion and development of ideas basic to borrowing money from a bank or loan company and the presentation of the formula: $i = p \times r \times t$.
2. The student will calculate interest on various amounts from textbook assignments.
3. Students will discuss how unforeseen circumstances have caused a change in plans.
4. The students will be informed that they have lost the money given to them for their trips but are still committed to taking it. Discuss possible means of getting the amount needed. If they decide to borrow the money from the bank they will have to return it along with the interest charged. The students will accurately figure the interest and monthly payment for a $1,000 loan at 7% for one year.

RESOURCES:

Holt School Mathematics Program, Books 7 and 8.

MacMillan Spectrum Math Series, Books 7 and 8

D. Matuska

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: LANGUAGE ARTS LEVEL: 8th

CAREER EDUCATION
OBJECTIVES: IIIB-12 The student will understand the need for appropriate compromises.

BEHAVIORAL OBJECTIVES:

1. Students will write for different brochures in different cities
2. Students should use words they already know to understand similar words in other languages to determine meaning.

ACTIVITIES:

1. Student will have to itemize what was carried with him/her on his/her vacation and write the use for the items.
2. Students will become aware of the world of travel.
3. Students will become aware of how many ways of travel there are.
4. Students will have a worksheet of diagram sentences about planning a vacation.
5. Students will develop a scrapbook - "MY VACATION."
6. Students will write the cities and states in alphabetical order, choose the one they plan to visit and write a story regarding what he/she feels it will be.
7. Students will have to write in paragraph form with correct English, how the opinion was made regarding the vacation.
8. Student will have to write one paragraph on what was given up or sacrificed and by whom that this vacation was made possible.

RESOURCES:

Library

Travel Bureau

Worksheets

H. King

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: LANGUAGE ARTS LEVEL: 8th

CAREER EDUCATION OBJECTIVE: 4-9-2c-10

1. The student will be aware of information in decision-making process.
2. The student will be able to understand graphs, charts, tables and basic scales of letter writing.

BEHAVIORAL OBJECTIVES:

1. Students will become aware about the world of travel.
2. Students will become aware of different careers in different parts of the country.

ACTIVITIES:

1. Students will write a business letter to the travel bureau of Hammond requesting information on travel.
2. Students will be able to figure the cost, mileage, and time by inquiry.
3. Student will develop a chart of the state they plan to visit on their vacation, including all the cities of that state. They will travel through educational places.
4. Students will write in paragraph form how their decision was made to take vacation in the city chosen.

RESOURCES:

Travel Bureau

Resource Center

Worksheets on letter writing.

H. King

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: SOCIAL STUDIES LEVEL: GRADE 7-8

CAREER EDUCATION OBJECTIVE: IV-4 The student will be able to identify goals in directing decisions.

PERFORMANCE OBJECTIVE: The student will determine when/where stops should be made along the vacation route.

BEHAVIORAL OBJECTIVE: The student will decide where/when stops should be made for food, lodging and sightseeing.

ACTIVITIES: Discussion on best possible lodging facilities such as major motel/hotel chains like Ramada Inns, Howard Johnson, Best Western/Eastern and Holiday Inn.

Discussion on types of foods to be eaten such as; sandwiches or dinner meals.

Brochures of historical sites or interesting sites will be passed out and studied.

Encyclopedias will be used to gain ideas on what is of major interest in the particular locale.

RESOURCES: Road map-historical sites

Encyclopedias

Brochures

S. Greer

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: SOCIAL STUDIES LEVEL: GRADE 7-8

CAREER EDUCATION OBJECTIVE: IIB 8 The student will be aware of geographic locations and job availability.

PERFORMANCE OBJECTIVE: The student will relate information about the vacation.

BEHAVIORAL OBJECTIVE: The student will give an oral report. The following information must be included in the report.

1. the name of the vacation site and the county, state, country and continent it is located in.
2. the method of travel to the site, the cost of the trip and the time taken in traveling to the site as well as the overall length of the trip.
3. the physical description of the topography of the land to and from the vacation site as well as the vacation topography.
4. three (3) major economies of the vacation area visited.
5. a listing of the historical and interesting sites visited and an evaluation of the worth of visiting each site.

ACTIVITIES: Oral report given by the students.

RESOURCES: Possible items furnished by the student:

Pictures
Slides
Brochures
Souveniors

S. Greer

CAREER EDUCATION

LEARNING MODULE: PLANNING AND DECISION MAKING

SUBJECT: READING LEVEL: GRADE 7-8

CAREER EDUCATION OBJECTIVE: III c 17 The student should exercise good safety practices.

LV-9 The student should be aware of information in decision-making process.

PERFORMANCE OBJECTIVE: Through reading, discussion and construction the students will become familiar with road signs and information they contain.

BEHAVIORAL OBJECTIVE: Students will:

.read Indiana state traffic law brochures.

.take part in group activities wherein they will design actual road signs for display in the classroom.

.take a brief road sign recognition test similar to the one used by state license bureaus.

ACTIVITIES: Distribution and reading of driving laws.

Group activities

Display of work

Class discussion

Brief test-taking situation

Evaluation of exercise.

RESOURCES: Driving Manuals

Construction paper

Markers, scissors, rulers, pencils

Test form

Evaluation form

STUDENT EVALUATION

List the activities you have completed in the order of your preference.

1._____ 9._____
2._____ 10._____
3._____ 11._____
4._____ 12._____
5._____ 13._____
6._____ 14._____
7._____ 15._____
8._____

Write the three things you learned from this unit that are the most valuable to you.

1._____

2._____

3._____

Write three things you would like changed or add to the unit.

1._____

2._____

3._____

C. Ralston

STUDENT RECORD SHEET

NAME _____ HOMEROOM _____
(last) (first) (middle)

	-DATE-	GRADE	TEACHER	SUBJECT	COMMENTS
ACTIVITY I				L. A.	
ACTIVITY II				READ	
ACTIVITY III				S. S.	
ACTIVITY IV				S. S.	
ACTIVITY V				S. S.	
ACTIVITY VI				MATH	
ACTIVITY VII				MATH	
ACTIVITY VIII				READ	
ACTIVITY IX				L. A.	
ACTIVITY X				MATH	
ACTIVITY XI				S. S.	
ACTIVITY XII				L. A.	
ACTIVITY XIII				READ	
ACTIVITY XIV				MATH	
ACTIVITY XV				S. S.	

STRATEGIES FOR UTILIZING

COMMUNITY RESOURCES

STRATEGIES UTILIZING COMMUNITY RESOURCES

I would recommend three field trips to McDonalds, Queen Anne Candy Company, and Wonder Bread Company. These field trips are within walking distance of Spohn School. This would eliminate the expense of transportation. These field trips would also not involve missing an entire day of school. All three of these trips involve the preparation of food. Students who express an interest in this area would be able to see the different types of careers available in this area within their own community. I recommend the following strategies for implementation of these field trips.

1. Students complete an interest inventory.
2. Choose location for visit.
3. Choose students.
4. Choose purpose for activity.
5. Obtain approval of principal.
6. Obtain parent permission.
7. Finalize plans at location of visit.
8. Arrange for student dismissal from classes.
9. Take field trip.
10. Complete any follow-up activities.
11. Send thank you note.
12. Student evaluation of activity.

In order to utilize resources within the school setting I would recommend two shadowing activities. The school secretary and the school janitor could be assigned one student for a specified amount of time. This student would observe the secretary or the janitor go about their daily tasks. The students would be chosen by the interest they showed on the inventory and on their behavior. I would recommend the following procedure for implementation.

1. Students complete an interest inventory.
2. Select resource person.
3. Select students.
4. Choose purpose for activity.
5. Obtain approval of principal.
6. Obtain parent permission.
7. Prepare resource person.
8. Prepare student.
9. Arrange for student dismissal from classes.
10. Shadowing activity.
11. Send thank you note.
12. Student evaluation of activity.

STRATEGIES UTILIZING COMMUNITY RESOURCES

TELEVISION

As children watch TV anyway, the teacher might as well make use of it as a teaching aid. A popular topic for a report is TV advertising.
The student will:

1. Watch the Saturday morning kid's shows and count the number of commercials and note what they are for. What is the "pitch" and who are they aimed at?
2. Watch prime time TV and log the commercials. What is the "pitch" and who are they aimed at?

A few sessions like this will get them into the habit of analyzing the commercials for slant instead of swallowing them whole. Sometimes when the report is given a student will disagree with the reporter's analysis and a class discussion will result.

SPEAKER AND/OR INTERVIEW

Some students come from families that are quite knowledgeable about health food and health food stores. When we do units on Nutrition and Supermarkets, they have made comments and asked questions that have gotten the other students interested. A health food store manager would be a good person for a speaker and also a possible interview. The students are swamped with processed food advertising and it is only fair to have information from the other side. This could also lead to a field trip to a health food store.

1. Interest is already there
2. Purpose is to hear both sides of the food issue.
3. The counselor in our school arranges auditorium sessions. She/He would be asked about the possibility of this. Would also clear with principal.
4. Contact one of the four health food stores in this area to find if anyone is willing to speak.
5. Have students prepare questions for speaker
6. Brief speaker on student's questions.
7. Introduce to principal on arrival at school.
8. Program
9. Have students tell what they liked best in talk and/or what they would have liked to hear about but didn't.
10. Thank you note.

STRATEGIES UTILIZING COMMUNITY RESOURCES

CATALOGUES

Desirable though it may be to acquaint the student with various activities and resources of the community, the problem of transportation is a real one. Many children today do not have the public transportation that was available to them even ten years ago. They do not always have access to a car and adults willing to take them places. Many places that may be available by bicycle do not have accomodations for safe parking.

A field trip is an occasional thing and means disrupting the school schedule. On occasion a teacher may take selected students on a field trip, but that again is dependent on transportation and perhaps parents also that may be available. The teacher must then attempt to bring the community to the classroom.
A very effective way to do this is to use catalogs of all kinds.

Purpose - to teach comparative shopping.
Materials - catalogs
Where - contact heads of catalog departments at Sears, Wards and Penny's. They have been very cooperative.
How - teacher must transport them from store to classroom.
Use - in classroom shopping problems. Students also used catalogs for reference through the school year, check out for home use etc. At the end of the year, they are distributed to the elementary grades.

Thank you note is written on school stationery.

SUPERMARKETS

One class report that can be given is price comparisons in supermarkets. This can be done in various ways:

1. Go to an independent, a chain and a discount market and compare prices on three different items at each store.
2. Go to a chain store and compare house brand and name brand prices on three items.
3. Go to a Jewel store and compare generic, house brand and name brand on three items.

Any one of these is going to point the wisdom of comparative shopping but the big problem of course, is transportation.

1. Present report topics to class.
2. Allow students to pick topic.
3. If above problem is chosen, discuss the problem of transportation with students.
4. If students persists in choice, contact parent either by note or phone to insure cooperation with student.
5. If student cannot get transportation, allow him/her to pick another topic.

STRATEGIES UTILIZING COMMUNITY RESOURCES

FABRIC STORES & DEPARTMENT STORES

When a sewing project is planned, an important part of the project is getting the student into a fabric department so that they may make their choice. The most that some of them know about fabrics is that some can be seen through and some cannot. First they must be interested in the project (for boys, it must not be "sissy,") and second they must have an idea of the type of material to buy.
For a beginning project we make pillow cases. There is not much choice because they are beginners and the object is to learn how to use a machine and make something they will not be ashamed to use. The trick is to give a plain project as much variety as possible.

1. Teacher shows example of project (either a pillow case or a gym bag) and several lengths of suitable material. Shows also how it can be trimmed if desired.

2. A prepared note is sent home explaining amount of material and importance of letting student pick his/her own fabric.

3. Teacher checks to make sure that everyone has a way of getting to the store. If not, suggests forming groups.

4. Teacher calls parents volunteered by their children so they know about it and to check if they are able to do it.

5. If child does not have way, allow them to buy from the teacher demo lengths.

This has worked out very well. Both boys and girls are quite excited about bringing their fabric and are quite enthusiastic about admiring each other choices.

STRATEGIES - RATIONALE AND IMPLEMENTATION

UTILIZATION OF COMMUNITY RESOURCES

In our School City community, we have available a set of film strips and records which deal with the careers in music. This unit of study will give the learner an awareness of the careers available in the world of work called MUSIC.

Implementation Procedures

1. Purpose
2. Interest Inventory
3. Resource availability-for this unit, the material is available through Eggers School.
4. Orientation to learner
5. Viewing of film strips--with record
6. Discussion of material on film strips
7. Notes taken while viewing and discussion of film strips.
8. Evaluation of unit-by written report

Edison School is fortunate to have a band director who also plays professionally with "The Buddy Prestner," band. The learner will benefit by listening to Mr. Lefkowski, seeing this person as a teacher as well as a professional artist.

Implementation Procedures

1. Purpose
2. Interest Inventory
3. Resource Person
4. Location
5. Practice Interview
6. Questions for Interview
7. Confirm Interview
8. Interview
9. Student Evaluation
10. Thank you note to Mr. Lefkowski

While studying the different styles of music available on records for learners to purchase, many of these learners only have a limited interest. Therefore, by visiting a music store, the learner will be made aware of the many categories records are listed under on the music racks, as well as seeing the many instruments used in production of a record.

Implementation Procedures

1. Principals permission
2. Student interest
3. Where to implement purpose-Karnes Music Store
4. Permission from Karnes to visit their store
5. Purpose
6. When - date and time
7. Transportation and cost
8. Parent permission slip
9. Field Trip
10. Evaluation of field trip

Mr. Buddy Prestner is the owner of a music store. Private lessons are available there, as well as records, music and music instruments to purchase. He also is the conductor-arranger for a 12-15 piece dance band. The learner will be made aware of the many decisions Mr. Prestner must make with the two interests he has in the world of work.

Implementation Procedures

1. Interest Inventory
2. Principal's permission
3. Purpose
4. Location
5. Practice Interview
6. Questions for speaker
7. Confirm speaker
8. Speaker visitation
9. Student evaluation
10. Thank you note to Mr. Prestner

It will be necessary to be selective for this field trip and concert in Chicago. Only learners who have achieved a set goal by

a) doing extra projects
b) maintaining a required academic level
c) keeping a good conduct record

will be eligible to go. The goal for this trip will be set at the beginning of the school year. The trip will be made toward the end of the school year.

Implementation Procedures

1. Principals permission
2. Student interest
3. Place of concert
4. Purpose
5. When - date and time
6. Transportation and cost
7. Parent permission
8. Field trip
9. Evaluation.

STRATEGIES UTILIZING COMMUNITY RESOURCES

COLOR

Introduction: Color surrounds us everywhere. We see it in the sky, in the oceans, in the rocks, and in all plants and animals. Color adds beauty to our clothing, food, home, schools, and offices.

Methods: The color wheels are aids to artists and students that clearly define the process of making colors. From these wheels, you are able to determine:

1. Color Harmony
2. Complementary Colors and Near C/C
3. Primary and Secondary Colors

Artist: Often, there are parents in the community who are artist, or who work on a job that is artistically related. We would ask these parents to come into the school and talk to the class about the role that color plays on their jobs.

Department Stores: Through-out all department stores, Marshall Field, Goldblatts, etc., color and design are the key elements in display and interior. We would ask people from department stores who work in these locations to visit our school and conduct a lecture workshop.

POTTERY

Introduction: Pottery includes all tiles, dishes, and other articles that are made by baked clay. The finest type of pottery is called porcelain. All other pottery is called earthenware or stone ware.

Methods: Pottery making is done by:

1. Building Coils
2. Slabs
3. Making Molds
4. Pottery Wheel

Potters: There are many shops in Hammond that sell and produce only clay objects. These shops also conduct special calsses for adults and children. Students in my pottery class will tour these stores and shops. I would also set-up a time schedule at the location for lectures by employees of these shops.

Salespersons: Goldblatts, one of the leading department stores in Hammond, has a very large retail pottery section in the store. We would write letters to the store asking if a representative from the china department would visit our school and conduct a workshop.
We would also visit these stores and see the various kinds of commercial pottery sold.

J. Stancill

STRATEGIES UTILIZING COMMUNITY RESOURCES

TEACHING

Successful operation of a career education program will require active participation of the community so that the learners will realize the need of communication with others as well as our dependency upon and importance of interaction with each other for the common good of all.

One of the ways that the community can be accessible to utilization is by "opening its doors" to learners. This can be in the form of tours and shadowing experineces.

Tours are a very common means of seeing things and visiting places first-hand. The fire-station, library, museum, post office, city hall, etc., have always been popular places to go. New and different ideas might be a hospital, restaurant chain, candy factory, grocery store, animal hospital, etc. These experiences would meet such career education objectives as the learner becoming aware of the interaction within the community, realizing the dependency of people upon each other, recognizing how the quality of one's work affects others and would also help to increase the relationship between the school and the community.

When it comes to taking a successful trip, there are basic steps to follow. Primary would be to visit the place yourself first and, after establishing a purpose and plan, getting the principal's permission. Then after arousing student interest in the activity, notes should be sent to parents giving pertinent information and chaperones secured. After making the trip, thank-you notes should be written to all concerned and evaluation of the trip made by the students as well as the teacher.

Another means of using places to go would be "shadowing" experiences, where the learner would spend time with people in various careers and see just what they do. For primary children some interesting people to shadow might be a baker, mailman, policeman, veterinarian, ice-cream truck vendor, etc. Ideas of people to use might be obtained as a result of an interest inventory administered to students. Again after establishing a purpose, obtaining a resource person and getting permission notes should be sent to all concerned. The student or groups of students should prepare a list of things they especially want to find out and this should be given to the resource person before hand. A short review of proper manners might also be beneficial. After the experience, the entire class would share it; notes of thanks sent; and the all-important EVALUATION made.

Another important way of increasing the relationship between the students and the community (in some cases the students and parents,) would be by talking directly to resource people in the form of classroom speakers. Parents could be invited in to talk about their jobs. People from the community that the children express interest in could be interviewed. This strategy is similar to the above, except that the student goes to the resource person. Both of these methods could meed such objectives as: understanding the importance of sharing time and talent; becoming aware of varied life styles; realizing the positive consequences of helpfulness; using parents as role models; being respectful to others; using good manners; following appropriate channels of communication and understanding authority relationships.

For these strategies to be implemented, purpose should be stated and permission should be secured first. After the speaker or "interviewee" is prepared as to the children's areas of interest, children should prepare their questions, be briefed on manners and proper respect to be shown and learn as much as they can about the particular career. Children might also practice just how to go about an interview.

So the experience can be kept for future use, it can be taped or filmed. Afterward, notes of thanks to all concerned should be sent. Evaluation by students and teacher follows.

Another means of utilizing community resources would be through obtaining brochures, posters, pamphlets and/or old materials by writing to various community establishments. These can be in the form of travel posters and information, health activities, good advertisements, bus and train schedules, etc. All would be very beneficial for a wide variety of career education activities. Most community-minded people are very willing to donate materials, especially if the purpose is explained to them and they know children will be making good use of them. The children themselves, might write the notes requesting materials, and of course write the thank-you notes after obtaining them. A copy of the activity done and an evaluation of it might also be forwarded to generous senders. These activities would meet such objectives as increasing interaction, learning and following appropriate channels of communication and understanding the importance of sharing.

STRATEGIES UTILIZING COMMUNITY RESOURCES

1. A field trip will be taken to the union office of Local 1010. The President of the local and a griever will talk to the students on the need for unions in the past and why they were founded. The students will become aware how unions protect workers today and how working peoples lives have become better through the efforts of unionized people.
   This is a very important lesson for students to become aware of because many of the students I have in class are going to become blue collar workers.

2. The students will take a field trip to the Hammond Water Filtration Plant. The students will observe the need for water ecology and how science provides for one of the basic necessities of life for large metropolitan areas.

3. Students that very shortly will be entering the world of work should be introduced to as many different occupations as possible. A field trip to Inland Steel Company would accomplish this very nicely. In a very short time space, the students would become aware of many jobs that are available and the many opportunities waiting for those that are qualified.

4. Newspapers give a tremendous amount of information daily to their readers. This information influences the thoughts, beliefs and decisions that many people have and make. A field trip to the Hammond Times would inform students how news is gathered and published. Lessons in class would emphasize how this information is digested (facts or opinions) by the readers.

5. A salesman will speak to the students on the career of salesmanship. The talk will not be centered around the selling of any particular product or service, but salesmanship of ones self as an individual. Everyone is a salesman in some way. People try to sell themselves when applying for a job. People also attempt to sell their opinions and beliefs to others. The students will become aware of the many opportunities in salesmanship in themselves and as a career.

S. Greer

STRATEGIES UTILIZING COMMUNITY RESOURCES

FIVE STRATEGIES

Each of these strategies would be preceded by an interest inventory, statement of purpose, contacting appropriate personnel, arranging transportation, selection of chaperones, parental approval, and teacher explanation of purposes and procedures. Each activity would end with a discussion and evaluation to be followed by a student-created note of thanks to person/s responsible.

Strategy I: Field Trip to Wonder Bread Bakery

Rationale: The many kinds of jobs available at a local area deserve consideration. The local bakery provides looks at the different stages of production and the great numbers and types of people involved in the process.

Special Activities:
Reports by students of their findings.
Articles for the school paper.
Flow charts showing bread production:
- .origin of components and types of workers.

Strategy II: Shadowing a greenhouse florist

Rationale: Small neighborhood businesses exist in many communities. Respect for the special services these establishments offer, as well as an appreciation of some of the types of work done are important for students to know.

Special Activities:
Report accompanied by photographs taken by the student during the session.
Article for the school newspaper.
Logbook of events during the session.

Strategies III and IV: Field Trips to:
1. a local chain grocer
2. a local small grocer who has students at the school.

Rationale: Surroundings have a great deal to do with worker satisfaction. Money is important, but students must see that there are also other considerations. Decisions concerning advantages and disadvantages are personal, but should be based on as much information as possible. Basically, this is a comparison of the worker's environments at the same job (by title.)

Strategies III and IV: (cont'd.)

Special Activities: Group interviews
Chart comparisons on duties, benefits, money, etc.
Group reports to other classes.
Listing of types of work encountered.

Strategy V: In-Class Speaker - Newspaper Editor

Rationale: Interpreting the news, understanding how it is gathered, sorted, and presented to the public is an important part of daily life in America. As well as providing background information there are many career possibilities to consider.

Special Activities: Set up class news reporting room.
Record the presentation for future use.
Consider a field trip and the types of information students could expect to find and areas of interest they might wish to explore.

WHAT CAN PARENTS DO?

WHAT CAN PARENTS DO?

1. Serve As Role Model...talk to students in individual classrooms or assembly programs about the training or skills necessary for your job, working conditions, and advantages and promotions to be gained.

2. Visit Site of Work...with permission of your employer, allow your child to visit your job after school, on weekends or during the summer to see workers on the job.

3. Take Weekend Trips and Vacations...discuss the workers that you see on weekend trips and vacations and allow your child to ask workers questions about their job.

   Little Trips . . . visit places of interest in the community such as:
   - Museums
   - Fire-Police Station
   - Airport
   - Ship Channel
   - Public Library
   - Supermarket

   Long Trips . . .allow your child to use a road map with you in planning the trip. Help your child to learn the meaning of road signs along the way. Explain to your child that jobs change due to supply, demand, and geographic location. If the place that you are visiting has seasonal workers, explain the advantages and disadvantages of these jobs.

4. Stress the Importance of Basic Skills...explain to your child how a knowledge of reading, math, language, arts, etc., helps you in your job as a housewife, nurse, lawyer, and how the knowledge of these skills can hlep him later on in his chosen career.

5. Encourage Hobbies...provide opportunities for your child to develop hobbies which can be fun, educational, and perhaps become future careers.

6. Encourage Regular Attendance...and let your child know how much you value education.